



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
September 26, 2025 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 6      **2.1. UEC draft minutes: August 28, 2025**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Business**

7 - 10      **3.1.1. BUS 320:** Review with changes

MOTION: To approve the BUS 320 course outline as presented.

**3.2 Adult Education**

11 -      **3.2.1. ADED 300:** New course, *Trauma-Informed Pedagogy and Practice*  
18      **ADED 315:** New course, *Race and Anti-Racism in Adult Education*

MOTION: To approve the new ADED 300 and 315 course outlines as presented.

19 -      **3.2.2. ADED 410:** Review with changes including prerequisites  
35      **ADED 421:** Review with changes  
         **ADED 423:** Review with changes including title  
         **ADED 430:** Review with changes including prerequisites

MOTION: To approve the revised ADED course outlines as presented.

**3.3 Arts and Integrated Studies**

36      **3.3.1. UNIV 102:** Discontinuation, *University Studies Tutorial*

Page

MOTION: To discontinue UNIV 102.

### 3.4 Economics

37 -  
39

- 3.4.1. ECON 365:** Discontinuation, *Transportation Economics*  
**ECON 388:** Discontinuation, *Law and Economics*  
**ECON 397:** Discontinuation, *Regulatory Economics*

MOTION: To discontinue ECON 365, 388, and 397

### 3.5 History

40 -  
61

- 3.5.1. HIST 120:** Review with changes including title  
**HIST 314:** Review with changes  
**HIST 392:** Review with changes including title  
**HIST 412:** Review with changes  
**HIST 414:** Review with changes

MOTION: To approve the HIST course outlines as presented.

### 3.6 Indigenous Peoples Knowledges

62 -  
66

- 3.6.1. IPK 101:** Review with changes including title

MOTION: To approve the IPK 101 course outline as presented.

### 3.7 Psychology

67 -  
71

- 3.7.1. PSYC 301:** Change to prerequisites

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

### 3.8 Social Justice and Global Stewardship

72 -  
77

- 3.8.1. SJGS 300:** New course, *Social Justice and Global Stewardship Practicum/Internship*

MOTION: To approve the SJGS 300 course outline as presented.

## 4. OTHER BUSINESS/DISCUSSION ITEMS

78 -  
80

### 4.1. English Language Proficiency Requirement

MOTION: That UEC approve the use of the International English Language Testing System (IELTS) One Skill Retake in calculating a student's overall and band score when determining their English language proficiency, provided that it takes place within two years of the original test date.

### 4.2. UEC Liaison reports

### 4.3. UEC Subcommittees

- Pre-Check Subcommittee

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- Policy Subcommittee

**4.4. Policy Subcommittee report**

**4.5. APPC report**

**4.6. Senate report**

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

**5. INFORMATION ITEMS**

**5.1. Minor course changes**

**6. ADJOURNMENT**



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

August 28, 2025  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Allyson Jule, Chris Campbell, Cindy Schultz, Dana Landry, David McGuire, Desmond Devnich, Donna Derksen, Joy Enyinnaya, Lisa McMartin, Renee Prasad, Samantha Hannah, Selena Karli, Susan Stoneson, Sylvie Murray, and Thais Amorim  
**ABSENT:** Amber Johnston, Bobby Jaswal, Carolyn MacLaren, Claire Hay, David Johnston, Donna Alary, Holly Zonneveld, Shirley Hardman, and Vlad Dvoracek  
**GUESTS:** Avril Alfred, Leanne Joe, Zina Lee, Delinah Marples, Amanda McCormick, Vanessa Radzimski  
**RECORDER:** Amanda Grimson

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

#### **2. TERMS OF REFERENCE**

##### **2.1. UEC Terms of Reference**

#### **3. APPROVAL OF UEC MINUTES**

##### **3.1. UEC draft minutes: May 23, 2025**

##### **MOTION:**

To approve the draft minutes as presented.

**CARRIED**

#### **4. COURSES AND PROGRAMS**

##### **4.1 Business**

- 4.1.1. BUS 320:** Review with changes
- BUS 323:** Review with changes
- BUS 326:** Review with changes including title
- BUS 327:** Review with changes including prerequisites
- BUS 328:** Review with changes
- BUS 329:** Review with changes including prerequisites and pre/corequisites
- BUS 426:** Review with changes including prerequisites
- BUS 427:** Review with changes including prerequisites

UEC requested that BUS 320 learning outcomes #3 and #6 be rephrased to emphasize essential learning rather than course activities, and that this outline be updated to reflect the Indigenization included in the memo. This course will be brought back to UEC's next meeting for approval.

**MOTION:**

To approve BUS 323, 326, 327, 328, 329, 426, and 427 as amended:

- BUS 327 learning outcome #4: "determine" changed to "analyze"
- BUS 327 learning outcome #5: "determine" changed to "identify"

**4.2 Criminology and Criminal Justice**

- 4.2.1. CRIM 310:** Review with changes including prerequisites  
**CRIM 311:** Review with changes including prerequisites  
**CRIM 320:** Review with changes including title and prerequisites  
**CRIM 321:** Review with changes including prerequisites  
**CRIM 330:** Review with changes including prerequisites  
**CRIM 335:** Review with changes including title and prerequisites  
**CRIM 339:** Review with changes including prerequisites

**MOTION:**

To approve the CRIM course outlines as amended:

- CRIM 310: redundant information removed from course content section
- CRIM 320 and 321: admission to the Bachelor of Arts (Criminal Justice) removed from prerequisites
- CRIM 339 learning outcome #5 updated to include "Indigenous Peoples"

CARRIED

- 4.2.2. CRIM 216:** Discontinuation, *Psychopathy and the Criminal Justice System*  
**CRIM 403:** Discontinuation, *Advanced Studies in Youth Crime and Justice*

**MOTION:**

To approve the discontinuation of CRIM 216 and CRIM 403.

CARRIED

**4.3 Kinesiology**

- 4.3.1. KIN 220C:** Discontinuation, *Teaching Swimming and Track & Field*  
**KIN 220D:** Discontinuation, *Teaching Basketball and Volleyball*  
**KIN 220E:** Discontinuation, *Teaching Dance and Gymnastics*  
**KIN 220F:** Discontinuation, *Traditional Chinese Movement*  
**KIN 370:** Discontinuation, *Human Physiology II*

**MOTION:**

To discontinue KIN 220C, KIN 220D, KIN 220E, KIN 220F, and KIN 370.

CARRIED

- 4.3.2. Biology major Pre-Medicine/Pre-Veterinary concentration:** Program change

**MOTION:**

To approve the change to the Biology major Pre-Medicine/Pre-Veterinary concentration as presented, effective January 2026.

CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS****5.1. Definition of Holistic Assessment**

The Senate Teaching and Learning Committee Working Group provided a draft definition of "holistic assessment" for review and feedback. Suggestions from UEC members included some wording changes, bullet points for key elements, and the addition of more examples – both of what is and is not included in the definition. It will be important to include examples from a wide range of disciplines to emphasize that this can be an appropriate assessment method in all areas.

**5.2. UEC Subcommittees**

- Policy Subcommittee
- Pre-Check Subcommittee
- Admissions Subcommittee
- Transfer Credit Subcommittee

**5.3. UEC Liaison reports**

There were no reports.

**6. INFORMATION ITEMS****6.1. UEC Annual Report to Senate, 2024/25****6.2. 2025/26 UEC membership and meeting schedule****6.3. Standing Committees of Senate Resources****6.4. Additional UEC Resources**

- [Approval processes and flowcharts](#)
- [Curriculum Quality Guidelines](#)
- [Online Course Guidebook](#)
- [Teaching and Learning HOPE Guidelines](#)
- [Course development](#)
- [Program changes](#)
- [Integrated Strategic Plan](#)

**6.5. Program suspensions and discontinuations**

- Early Childhood Education diploma: 2-year suspension
- English Language Studies: 1-year suspension renewal

**7. ADJOURNMENT**

The meeting was adjourned at 11:35 am.

**Memo for Course Changes**

To: [Undergraduate Education Committee \(UEC\)](#)

From: [Dr. Khyati Shetty and Dr. David Dobson](#)

Date: [September 15, 2025](#)

Subject: **Proposal for revision of BUS 320 - Business Research Methods**

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

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

2. Rationale for change:

- a. [This course is going through regular departmental review.](#)
- b. [Updating learning outcomes to reflect the content and perspectives of the course more accurately.](#)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): [Changes are not substantial.](#)

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?: [No](#)

5. Which program areas have been consulted about the change(s)?: [N/A](#)

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

- [This course has been revised to explicitly incorporate Indigenous worldviews and research methodologies. The course now includes a specific focus on community-based participatory research and reciprocal research as valid approaches to business problems.](#)
- [In keeping with Indigenous epistemology, which values knowledge from personal experience and oral traditions, the course teaches students to conduct surveys and focus](#)

group interviews with cultural sensitivity, respecting community protocols and diverse communication styles. Students learn how to facilitate these conversations as a way of gathering knowledge.

- Students also learn to communicate research findings in a culturally appropriate manner for diverse audiences. This is a central component of the final group project, where students move beyond traditional written reports and oral presentations to consider how to share their findings with the communities from which the data was collected, in a respectful and accessible way.
- The course is designed with a project-based, experiential learning approach where students collaborate in small groups. This team-based approach, which is a core tenet of Indigenous pedagogy, promotes shared responsibility and decision-making for completing an applied research project.
- We continue to foster an inclusive learning environment by beginning classes with Land Acknowledgements and inviting local speakers from the community, including alumni and guest speakers with Indigenous heritage and Elders, to share their knowledge and stories.

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

This course is eligible for PLAR.

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

Equity, diversity, and inclusion principles are met through the structure of the course. Course delivery involves different types of media, including oral lectures, slides, videos, guest speakers, and student group presentations. All students are treated with respect. Diversity of thought, culture and creativity is valued and encouraged in the class. For the group project, the instructor assigns teams where students are expected to collaborate with their fellow team members in a professional, respectful, cooperative and friendly manner, regardless of individual differences. Different kinds of assessments are included in this course other than exams, such as class participation, presentations, and a group project.

9. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

Unchanged and no impact on budget anticipated.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?: No field trips are required for this course.

11. Estimate of the typical costs for this course, including textbooks and other materials: Approximately \$100 for a new textbook, but students can also buy a used textbook or e-book at a lesser price.





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2031  
**Course outline form version:** 26/01/2024

## 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> BUS 320                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Business Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Business Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine different research methodologies and their application to various business research problems using qualitative and quantitative data. Students then conduct an applied research project which includes research design, literature review, questionnaire design, focus group, survey, and data analysis. Students also prepare a written research report and oral presentation.                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | BUS 120 and BUS 226/ECON 226.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>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;">36</td> </tr> <tr> <td>Laboratory hours:</td> <td style="text-align: right;">9</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 36 | Laboratory hours: | 9 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 36        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Laboratory hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |

## **Learning Outcomes**

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

1. Define business research, including approaches like community-based participatory research and reciprocal research, and explain its role in organizational decision making.
2. Evaluate the appropriateness of various research designs and methodologies for answering research questions.
3. Conduct surveys and focus group interviews with cultural sensitivity.
4. Perform a comprehensive literature review, incorporating diverse sources.
5. Perform analysis of primary data collected through focus groups and surveys to generate insights.
6. Conduct an applied research project using mixed research methods.
7. Demonstrate competency in research report writing and oral presentation, including communicating findings in a culturally appropriate manner for diverse audiences.
8. Apply ethical principles for research, including the Tri-Council Policy Statement (TCPS 2).

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

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

### **Details:**

Final exam: 25%

Midterm exam: 15%

Quizzes/tests: 10%

Assignments: group project (30%), mini presentations (10%), class participation (10%)

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

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

Lectures, guest speakers, hands-on lab sessions, classroom discussions, case studies, group projects, and group presentations.

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

| Type        | Author or description    | Title and publication/access details            | Year    |
|-------------|--------------------------|-------------------------------------------------|---------|
| 1. Textbook | Babin, B., & Zikmund, W. | Exploring Marketing Research [Cengage Learning] | Current |
| 2.          |                          |                                                 |         |
| 3.          |                          |                                                 |         |
| 4.          |                          |                                                 |         |
| 5.          |                          |                                                 |         |

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

SPSS statistical software and a calculator approved by UFV School of Business. (See the UFV School of Business student handbook for approved calculators).

## **Course Content and Topics**

### **Module 1: Foundations of Business Research (LO 1, 8)**

This module introduces the core concepts and ethical principles of business research, providing a foundational understanding of its role in organizational decision-making and adhering to ethical standards like the Tri-Council Policy Statement (TCPS 2).

### **Module 2: Research Design and Literature Review (LO 2, 4)**

This module covers the planning and preparatory phase of a research project. Students will learn to evaluate different research designs and methodologies and perform a comprehensive literature review by incorporating diverse sources to build a strong theoretical foundation.

### **Module 3: Data Collection and Measurement (LO 3)**

This module focuses on the practical application of data collection. It teaches students how to effectively conduct surveys and focus group interviews, equipping them with the necessary skills to gather primary data for their research.

### **Module 4: Data Analysis (LO 5)**

This module focuses on making sense of the collected data. Students will learn methods for analyzing both qualitative and quantitative data to generate valuable insights and answer their research questions.

### **Module 5: The Applied Research Project and Communication (LO 6, 7)**

This final module integrates all previous learning into a culminating project. Students will conduct an applied research project using mixed methods and then demonstrate competency in research report writing and oral presentation, effectively communicating their findings to diverse audiences.

**Memo for New Course**

To: UEC

From: Amea Wilbur, Department Head

Date: February 12, 2025

**Subject: Motion for new course: That the new course ADED 300 Trauma-Informed Pedagogy and Practice be accepted and recommended to ECHD Faculty Council as presented.**

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

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

The elective course, Trauma-Informed Pedagogy and Practice has been offered since 2022 as a Special Topic (ADED 330W) and has been consistently over-enrolled. The course is popular with Adult Education and Social Work students, as well as students from a variety of other programs including Psychology, Child and Youth Studies, Sociology, Nursing, Kinesiology, and Criminology. The course, therefore, is to become a permanent elective offering.

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

The learning outcomes related to trauma-informed approaches and pedagogical strategies contribute to the UFV ILOs of critical thinking and communication by enabling students to analyze complex social issues and develop effective, inclusive learning environments. The emphasis on self-care and well-being practices supports the ILO of personal and social responsibility by fostering students' capacity for ethical and sustainable engagement in their professional fields.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **N/A**
4. Which program areas have been consulted about the course? **N/A**
5. If a new discipline designation is required, explain why: **N/A**
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course is equity-centered, and aligns with Decolonization, Equity, Inclusion, and Diversity (DEID) values. The course discusses trauma and the impacts of trauma from a lens that centres oppression rooted in gender, race, class, citizenship status, sexual and gender diversity, etc. The course centers the experiences of Indigenous peoples in Canada and the traumatic impacts of colonization.

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

This course integrates equity, diversity, and inclusion (EDI) principles in several ways. The course addresses historical and intergenerational trauma, acknowledging the diverse experiences of learners and communities. It emphasizes trauma-informed approaches, prioritizing empowerment, voice, and choice, which are crucial for creating inclusive learning environments. The course explicitly addresses responding to gender, social, and cultural issues within a trauma-informed framework. Assignments, like the class discussion and project, allow students to explore diverse perspectives and apply EDI principles to their chosen topics. The gifts-based presentation and self-assessment offer opportunities for students to share their unique strengths and learning journeys, further promoting inclusivity.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: N/A
9. Estimate of the typical costs for this course, including textbooks and other materials:  
\$0 - \$50 as textbooks are not required



ORIGINAL COURSE IMPLEMENTATION DATE: January 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 26/01/2024

## 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 300                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Trauma-Informed Pedagogy and Practice<br><b>Course Short Title:</b> Trauma-Informed Pedagogy/Pract                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores trauma-informed teaching, learning, and practice-based models for working with adult learners. Provides pedagogical approaches and methods for creating relational, caring, and inclusive learning experiences for adult learners.<br><br>Note: Students with credit for ADED 330W cannot take this course for further credit.                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | 30-university-level credits 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: <b>ADED 330W</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
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| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 26, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Define trauma and its intergenerational, collective, and historical forms.
2. Explain how trauma impacts learners and learning from cognitive, experiential, and social perspectives.
3. Identify principles of a trauma-informed approach, which includes empowerment, voice, and choice as well as responsiveness to gender, social, and cultural issues.
4. Apply strategies and pedagogical approaches to foster trauma-informed, decolonial, and inclusive learning and assessment in adult education contexts including contemplative practices and arts-informed practices.
5. Apply individual well-being practices to address compassion fatigue, vicarious trauma, and burnout.

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

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

**Details:**

Assignments: Facilitate a class discussion (20%), individual reflection paper on learning and integration (20%), gifts-based presentation (10%), and course self-assessment (10%)

Project: Research paper or oral presentation (40%)

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

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

Instructional methods may vary and could include guest lecturers, presentations, online activities, experiential activities, and student-led facilitation.

**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        | Thompson, P., & Carello, J. (Eds.) | Trauma-informed pedagogies: A guide for responding to crisis and inequality in higher education | 2022 |
| 2. Online resource | Various                            | Teaching in Higher Education podcast                                                            | N/A  |
| 3.                 |                                    |                                                                                                 |      |
| 4.                 |                                    |                                                                                                 |      |
| 5.                 |                                    |                                                                                                 |      |

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

N/A

**Course Content and Topics**

- Introduction to trauma
- Trauma as a public health issue
- Our brains, emotions, and learning
- Trauma-informed teaching and learning
- Trauma-informed principles
- Cultivating trauma-informed spaces
- Women, trauma, and learning
- Trauma-informed Indigenous education and cultural safety
- Racialized people, trauma, and learning
- Equity-centered trauma-informed practice
- Trauma, addiction, and recovery
- Non-violent communication skills
- Compassion fatigue, burnout, and vicarious trauma

**Memo for New Course**

To: UEC

From: Amea Wilbur, Department Head

Date: February 12, 2025

**Subject: Motion for new course: That the new course ADED 315 Race & Anti-Racism in Adult Education be accepted and recommended to ECHD Faculty Council as presented.**

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

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

The elective course, has been offered since 2024 as a Special Topic (ADED 330Z). The course is popular with Adult Education, as well as students from a variety of other programs including Psychology, Sociology, Kinesiology, and Criminology. The course, therefore, is to become a permanent offering.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The course learning outcomes align with UFV's Institutional Learning Outcomes (ILOs) by fostering critical thinking through analysis of race and racism, enhancing communication skills through self-reflection and awareness of bias, and promoting social responsibility by developing anti-racist practices. These outcomes contribute to program learning outcomes focused on culturally responsive practice by equipping students with the knowledge and skills to understand and address systemic racism in educational settings.
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **N/A**
4. Which program areas have been consulted about the course? **N/A**
5. If a new discipline designation is required, explain why: **N/A**
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course is equity-centered, and aligns with Decolonization, Equity, Inclusion, and Diversity (DEID) values. This course demonstrates a commitment to Indigenizing the curriculum by explicitly addressing the history of colonialism and its ongoing impacts on Indigenous peoples in Canada. Learning outcomes (#3 & 4) focus on understanding power, privilege, and oppression, as well as the roles of positionality and social identity. These learning outcomes (# 5,6 &7) engage with critical perspectives essential to decolonization and equity centred adult education.

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

The course centers equity deserving voices and the impact of racism and colonialism, reflected in topics explored in weekly journal entries and a critical book analysis. Assignments, including a lesson plan/op-ed, encourage exploration of diverse experiences and application of anti-racist frameworks. Self-reflection and positionality are emphasized through short reflective activities, promoting awareness of bias and culturally responsive communication. The course equips students with tools for creating equitable learning environments through anti-racist lens.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: N/A.
9. Estimate of the typical costs for this course, including textbooks and other materials:  
\$0 - \$50 as textbooks are not required.





ORIGINAL COURSE IMPLEMENTATION DATE: January 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 26/01/2024

## 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 315                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Race and Anti-Racism in Adult Education                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Race & Anti-Racism in Adult Ed                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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 race and racism in adult learning through a social justice lens, examining definitions, historical roots, and systemic oppression in Canada. Students will analyze anti-racism educational models and pedagogical approaches to promote equity in diverse learning contexts.<br><br>Note: Students with credit for ADED 330Z cannot take this course for further credit.    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | 30-university-level credits 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: <b>ADED 330Z</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Reflect on the history of race and racism in Canada.
2. Identify the basic tenets of racism and colonialism in within the context of education, workplace, and community.
3. Explain how political, economic, and social-cultural colonialism shape power, privilege, and oppression.
4. Investigate the roles of positionality and social identity in teaching and learning.
5. Demonstrate improved capacity for critical self-reflection.
6. Critically identify and reflect on unconscious bias, prejudice, and microaggressions in adult education contexts.
7. Examine theories and frameworks required for anti-racist adult education practices.

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

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

**Details:**

Weekly journal entries: 20%

Lesson plan/op-ed: 25%

Critical book analysis: 30%

Short reflective activities: 15%

Class participation: 10%

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

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

Instructional methods may vary and could include guest lecturers, presentations, online activities, experiential activities, and student-led facilitation.

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

| Type               | Author                        | Title and publication/access details                                                                                                                                                                                                                     | Year |
|--------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. OER book        | Mooney, H.                    | Invisible Boy: A Memoir of Self Discovery. Harper Collins Canada.                                                                                                                                                                                        | 2022 |
| 2. Online resource | Cole, D.                      | The Skin We're In. CBC.                                                                                                                                                                                                                                  | 2018 |
| 3. Journal         | Waldron, I.                   | Environmental Racism in Canada. Canadian Commission for UNESCO.                                                                                                                                                                                          | 2024 |
| 4. OER book        | Roberts, C.                   | Re-Storying Education" Decolonizing your practice using a critical lens. Page Two Books.                                                                                                                                                                 | 2024 |
| 5. Journal         | Neustaeter, R., & Perry, J. A | Anti-racist adult education: A conversation with Professor Stephen Brookfield. The Canadian Journal for the Study of Adult Education, 34(1), xi–xx.<br><a href="https://doi.org/10.56105/cjsae.v34i1.5681">https://doi.org/10.56105/cjsae.v34i1.5681</a> | 2022 |

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

**Course Content and Topics**

- Introduction to the course
- Defining race, racism, and racialization
- Historical foundations: racism in Canada
- Indigenous racism and Indigenous perspectives on adult education
- Environmental racism, adult education and activism
- Contemporary and "new racism" and public pedagogy
- White privilege and whiteness studies in adult and higher education
- White supremacy and structural power in adult and higher education
- Critical race pedagogy
- Intersectionality and community learning
- Xenophobia and global migration and adult learners
- Anti-racism pedagogy
- Toward transformative futures

**Memo for Course Changes**

To: FECHDCC

From: Department head, Amea Wilbur

Date: January 22, 2025

**Subject: Proposal for revision of ADED 410 Adult Education and Social Change**

*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 410 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 community-based, organizational and workplace learning. The prerequisites were modified to provide consistency with our other Adult Education courses.

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

These revised outcomes build knowledge of social change theories and decolonization, reflecting the institution's focus on applied learning. Critiquing traditional approaches and analyzing movements like Idle No More promotes critical thinking. Practicing storytelling and analyzing social justice organizing develops communication and leadership skills. Focusing on decolonization, advocacy, and self-reflection aligns with the institution's commitments to Indigenous knowledge, global citizenship, and equity.

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 \(UNDRIP\)](#).
  - Learning Outcomes # 3 & 4 and course material including lectures, readings, videos and assignments explore decolonization and Indigenous social movements.
  - The course explores diverse Indigenous peoples' voices and Indigenous social movement learning (including Idle No More and the Native Brotherhood) through the readings and other material selections.
  - This supports efforts of reconciliation within the TRC Calls to Action and UNDRIP.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - Learning Outcome # 3 & 5 focuses on ADED 410 learners understanding the role of social movement and adult education approaches in supporting equity, diversity and inclusion.
  - The course moves away from lecture style course delivery to classroom design that encourages dialogue (small groupings; and other approaches). The course uses arts based and non-dominant forms of demonstrating understanding including a praxis project, reflective writing and oral assignment options. Choice is offered in assignment topics.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **N/A**)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$50 - \$100.**



ORIGINAL COURSE IMPLEMENTATION DATE: October 1998  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 29/08/2024

## 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 410                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Adult Education and Social Change                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Adult Ed & Social Change                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Developing their awareness as agents of social change, students will gain an understanding of historical and contemporary methods of social movements, including Indigenous-led movements. Students will apply this understanding in planning and implementing a critical praxis project.                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 30-university-level credits 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>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"> <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: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> March 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 26, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Critique conventional approaches to adult education and lifelong learning in relation to decolonization.
2. Describe the concept of social change and its historical roots in adult education.
3. Investigate social movement to promote social justice, decolonization and solidarity.
4. Explore methods and approaches for social change.
5. Reflect on methods and approaches to design a plan for critical pedagogical praxis.
6. Implement steps to expand the social change dimensions in adult education practice.

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

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

**Details:**

Assignment 1: An image and story of you (10%)  
 Assignment 2: Reflections on Freire, Horton, or Hooks (20%)  
 Assignment 3a: Social change (praxis proposal) (10%)  
 Assignment 3b: Social change (praxis project) (30%)  
 Assignment 3c: Reflection on praxis project (10%)  
 Holistic assessment: Contribution to the learning community (20%)

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

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

Seminars, readings, lectures, small group exercises, student-led presentations, library research, guest speakers, video.

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

| Type    | Author or description | Title and publication/access details                     | Year |
|---------|-----------------------|----------------------------------------------------------|------|
| 1. Book | Freire, P.            | Pedagogy of the Oppressed. Bloomsbury.                   | 2000 |
| 2. Book | Hooks, B.             | Teaching to Transgress. Routledge.                       | 1994 |
| 3. Book | Horton, M.            | The Long Haul: An Autobiography. Teachers College Press. | 1997 |
| 4.      |                       |                                                          |      |

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

**Course Content and Topics**

- Critiques of conventional adult education and lifelong learning.
- Education as praxis.
- Engaged pedagogy.
- Historical perspectives: social movement learning.
- Methods and approaches: participatory community-based action.
- Methods and approaches: storytelling and metissage.
- Methods and approaches: feminist popular education.
- Methods and approaches: popular theory.
- Addressing climate justice and adult education.
- Social movements: Indigenous perspectives.
- Allyship and decolonizing practices.
- Praxis projects discussion.

**Memo for Course Changes**

To: UEC

From: Amea Wilbur, Department Head Adult Education

Date: February 14, 2025

**Subject: Proposal for revision of ADED 421, Advanced Studies of Mindfulness-Based Cognitive Therapy**

*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: Mostly updating and clarifying based on new resources and current best practices in delivering MBCT and this course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
  - a. LO1 tweaked to clarify purpose and scope of practices.
  - b. Previous LO2, LO3, LO5 removed as included in other LOs.
  - c. New LO2 added to reflect the importance of the CBT components of the course.
  - d. LO3 and LO4 combined in LO5.
  - e. New LO5 added as applying learning in facilitation a short practice with peers is an important assessed component of course.
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 \(UNDRIP\)](#). ADED 421 contributes by expanding approaches to alternative ways of knowing about healing and well-being.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Practices and some knowledge derive from traditional Asian sources. Freedom to discuss mental health issues is itself promoting inclusion.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$30 -\$100 for yoga mat, as text is optional.





ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 29/08/2024

## 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 421                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Studies of Mindfulness-Based Cognitive Therapy                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Advanced Studies of MBCT                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Using experiential learning and skills-based approaches to cultivate self-awareness and emotion regulation, this course embeds an evidence-based mindfulness-based cognitive therapy (MBCT) program within an academic course aimed at mental health promotion. Topics include mindfulness, inquiry, facilitation training, and research oriented on topics of depression, anxiety, and wellbeing.               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 30-university-level credits 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: <b>ADED 330S</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>ADED 330S</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>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                            |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</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>No</b>                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> September 26, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Regulate attention to re-orient on the present moment using guided evidence-based mindfulness practices with post-practice inquiry in class, at home, and during a silent retreat.
2. Discuss problems with interpretive frames and biases – mistaking thoughts for facts – through a range of Cognitive Behavioural Therapy (CBT)-informed scenarios.
3. Investigate difficult experiences, emotions, and their indicators with acceptance and compassion.
4. Integrate mindfulness approaches and stances into everyday challenges and encounters.
5. Facilitate a short mindfulness or inquiry practice with a small group of peers.
6. Review research on recent scientific research on mindfulness in the context of Mindfulness-Based Cognitive Therapy (MBCT).

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Assignments:         | 90% | % | % |
| Holistic assessment: | 10% | % | % |

**Details:**

Homework records (25%)

Mid-course self-assessment (10%)

Weekly discussions about home practice (with students in inquiry pods or groups) (15%)

Working wisely with depression and anxiety: reflection (10%)

Peer facilitation of a short mindfulness practice or inquiry (20%)

Presenting a research paper on mindfulness to peers (20%)

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

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

This is a skills-based course which focuses on mindfulness practices followed by a three-layered inquiry process into students' experiences. The aims and intentions of the practices, and the learning points arising from them, emerge from this process of inquiry and thus, from students' personal experience, rather than being introduced in a purely didactic way or through lectures. Experiential learning is emphasized. The inquiry process is based on Kolb's (1984) model of adult learning.

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

| Type    | Author or description                 | Title and publication/access details                                                                                 | Year |
|---------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------|------|
| 1. Book | Woods, S. Rockman, P. & Collins, E.   | Mindfulness-based Cognitive Therapy: Embodied Presence and Inquiry in Practice. Harbinger                            | 2020 |
| Book    | Teasdale, J, Williams, M. & Segal, Z. | The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Distress. Guilford Press. | 2014 |
| 3. Book | Teasdale, J, Williams, M. & Segal, Z  | Mindfulness-Based Cognitive Therapy for Depression. Guildford Press.                                                 | 2013 |
| 4.      |                                       |                                                                                                                      |      |

**Typical Course Content and Topics**

- Orientation; stepping out of automatic pilot
- Behavioural therapy
- Living in our heads
- Asian roots of mindfulness
- Gathering the scattered mind
- Recognizing aversion
- Allowing and letting be
- Relating to thoughts differently
- Day of practice
- How I can best take care of myself
- Using what I've learned
- Moving forward

**Memo for Course Changes**

To: UEC

From: Amea Wilbur, Department Head Adult Education

Date: February 14, 2025

**Subject: Proposal for revision of ADED 423, Advanced Studies of Mindfulness-Based Stress Reduction**

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

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

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

2. Rationale for change:

- a. Calendar description: Tweaked to make it reflect course more accurately.
- b. Learning outcomes: Tweaked to make them reflect activities more accurately.
- c. Texts and resource materials: Altered to reflect what is now used (and updated).
- d. Evaluation methods: Weighting of assignments/tasks altered to reflect their value in the course and time required by students to complete them.

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 \(ILOs\)](#):

- a. These changes to the learning outcomes aren't substantial just changed to clarify the outcomes of the course more accurately.

- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No, it is an elective for students across programs.
- 5. Which program areas have been consulted about the change(s)? N/A - CYFS was consulted initially when course was launched but these changes are not significant enough to require further consultation.
- 6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

The course focuses on teaching students to recognize and describe their intrapersonal and interpersonal experiences as a source of learning and knowledge. This places the source of knowing in the experiences of learners and their context rather than in dominant interpretive frameworks.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Originating Buddhist or South Asian sources of practices are introduced and discussed throughout, which South, East, and SE Asian students appreciate.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
  - a. The course is CR/NC for 3 upper-level credits. It is appropriate to make this a non-graded course as the intention is to provide a safe context for learning to practice mindfulness and to be honest and direct about experiences, and grading can provide stress, performance anxiety, and self-judgement in ways that would detract from the learning outcomes re: mindfulness. To ensure motivated participation, students sign an initial agreement that they understand that full participation and engagement in all classes and assignments is required (illness and emergencies notwithstanding).
  - b. The course requires a 3.5-hour retreat held mid-course, usually on a Saturday morning (not the regular class time). This retreat is usually held during a week with a regular class, so a class is often cancelled at the end of the final MBSR session 8 (Module 10) to compensate and to provide time to shift to learning to facilitate and review research.
  - c. The frequency of offering is appropriate (annually) as the course is always full early in the registration cycle despite being an elective.
  - d. Class size should be capped at 25 as it is a form of group counselling/learning.
  - e. The course practices are quite similar to ADED 421 as the programs MBSR and MBCT use similar mindfulness practices but, like these programs, the course inquires into very different topics using mindfulness: stress/distress and depression/anxiety/mental wellbeing respectively.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$30 - \$100 for yoga mat, as textbooks are optional.**

**CWC comments and responses:**

- UEC will need additional clarification about the details of the 8-week course, as there are likely to be concerns about embedding an external course. For instance, where is the MBSR program from?

*MBSR is a programme developed by Dr. Jon Kabat Zinn to teach mindfulness for stress reduction (and MBCT in 421 is based on a programme developed by Dr. Zindel Segal of U. of T. (with 2 other profs from Oxford) to teach mindfulness for depression and mood disorders. They have extensive research supporting their efficacy for a range of purposes, which is why we teach using these models and outcomes.*

- Are there copyright issues to be considered?

*No because the faculty is/are trained and teach using the same outcomes and model. So long as people are following basic outcomes and are trained in the method, they use the terms MBSR and MBCT. There are equivalent course for-credit at other universities (e.g. University of Waterloo in Psych and at U. Of Calgary in Education).*

- Should the course be identified by name?

*We're not sure if you mean they should be or shouldn't be. They are identified by name (as "Advanced Studies in....") and they should be as we intentionally follow their program as it is evidence-based.*

- Are students formally required to follow the curriculum of the 8-week course? It is unclear if the specific course will be required, or if the learning will be considered equivalent.

*Yes, the 8-week course is embedded as course outcomes, etc. Students do follow the curriculum of the 8-week course as part of the curriculum for ADED 423 (or 421).*

- As this is a credit/no credit course, should the evaluation section specify a minimum percentage required for credit?

*No because assignment have feedback not grades. Instead, students are required to participate fully in all assignments and attend classes (with some flexibility). So, the expectation is for full participation with adequate performance on assignments, including home practice reports. Students have been denied credit (though rarely as we have high engagement as a rule) but this is usually for not attending or submitting.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 29/08/2024

## 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 423                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Studies of Mindfulness-Based Stress Reduction                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Advanced Studies of MBSR                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Applying mindfulness-based experiential learning, students systematically train and refine attention and awareness to develop more healthy responses to stress and stress reactivity. This course embeds an 8-week mindfulness-based stress reduction (MBSR) program and introductions to facilitating mindfulness and research in the scientific study of mindfulness.<br><br>Note: A retreat outside of class time will be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | 30-university-level credits or department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses (Cannot be taken for additional credit.)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                          |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 26, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Engage in a range of mindfulness practices in class, at home, and during a mid-course half-day silent retreat and supported by guidance and post-practice inquiry.
2. Inquire into personal stress reactivity patterns through specific experiences and scientific models of stress.
3. Investigate personal communication patterns and strategies to foster more mindful interpersonal relations.
4. Integrate a range of mindfulness practices and strategies into daily life.
5. Facilitate a short mindfulness or inquiry practice with a small group of peers.
6. Analyze current scientific evidence on mindfulness and stress reduction.
7. Embody mindfulness in a community of inquiry using mindful attitudes such as non-judgement, openness, acceptance, and loving-kindness.

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

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

**Details:**

Homework records (25%)

Mid-course self-assessment (10%)

Weekly discussions about home practice (with students in inquiry pods or groups) (15%)

Statement of intention with a sustainability plan (10%)

Peer facilitation of a short mindfulness practice or inquiry (20%)

Presenting a research paper on mindfulness to peers (20%)

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

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

This course will follow the distinctive inquiry method associated with the teaching and learning of mindfulness in the MBSR/MBCT model, including an experiential education approach involving the front-ending of experience, a three-phase inquiry method, and a strong emphasis on the development of practical skills associated with mindfulness rather than on theory or research. That said, there will be some review of the research on mindfulness and its impact on stress and brain-body and mental health, but this would be back-ended rather than front ended as is often done in the deductive "application" process. In this respect, the course supports a more inductive reasoning approach, moving from experience to reflecting on explanatory mechanisms or theories.

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

| Type    | Author or description    | Title and publication/access details                                                                       | Year |
|---------|--------------------------|------------------------------------------------------------------------------------------------------------|------|
| 1. Book | Woods, S., & Rockman, P. | Mindfulness-Based Stress Reduction: Protocol, Practice, and Teaching Skills. Harbinger                     | 2021 |
| 2. Book | Kabat-Zinn, J.           | Full-Catastrophe Living: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness. Bantam. | 2013 |

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

Yoga mat

**Course Content and Topics**

- Orientation to the course. Introduce mindfulness and the roots of mindfulness as interpreted in the MBSR program. Review research (overview) and course expectations.
- From doing to being. Introducing mindfulness practices (mindful eating, short standing yoga practice, bodyscan) with inquiry.
- Perceiving and knowing are different. Mindfulness practices (body scan, full standing yoga practice, short breathing meditation) with inquiry process.
- There is pleasure and power in being present. Mindfulness practices (lying-to-standing yoga practice, walking meditation, sitting meditation) with inquiry. Seeing, unseeing, and perceiving.
- Stress reactivity. Mindfulness practices (standing yoga practice; sitting meditation - B, BS, and how to work with intense bodily sensations) with inquiry. Introduce stress reactivity. Midway evaluations.
- Stress, mindful awareness, and responding. Mindfulness practices reviewed. Explore stress response.
- Being with others. Mindfulness practices.
- MBSR Retreat: 4-hr silent retreat (usually on a Saturday).
- Self-care.
- Endings are beginnings. Preparing to facilitate.
- Student-facilitated mindfulness practices in groups with inquiry. Jigsaw structure where students share strategies in expert groups then go to their PODs as jigsaw group. Preparing to present research.
- Student presented scientific research papers in PODs (small groups) on mindfulness in the context of MBSR and of special area of interest to the student. Revisiting scientific research on mindfulness with a focus on its impact on stress-reduction.

**Memo for Course Changes**

To: FECHDCC

From: Department Head, Amea Wilbur

Date: February 2, 2025

Subject: Proposal for revision of ADED 430 **Leadership in Adult Education**

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

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

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

2. Rationale for change: ADED 430 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 and engaging in leadership within formal, informal and non-formal adult learning spaces. The prerequisites have been revised to be consistent with the majority of Adult Education courses.

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

These learning outcomes directly support UFV's institutional outcomes by developing students' critical thinking skills through the examination of leadership traits, practices, styles, and perspectives in adult education. Students are challenged to analyze assumptions, beliefs, and diverse viewpoints, including Indigenous and feminist perspectives, fostering a holistic understanding of leadership. There is an emphasis on decolonization, inclusion, and conflict resolution within leadership practices aligns with the institutional outcome's focus on critical examination and problem-solving in a complex world.

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 \(UNDRIP\)](#).
  - Learning Outcomes # 3 & 4 and course material including lectures, readings, videos and assignments explore decolonization and Indigenous leadership.
  - This supports efforts of reconciliation within the TRC Calls to Action and UNDRIP.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The learning outcomes integrates diverse perspectives, including Indigenous and feminist viewpoints on leadership, ensuring representation and challenging dominant narratives.
  - Assignments encourage analysis of leadership practices for decolonization and inclusion, promoting equitable approaches and challenging systemic barriers.
  - The course employs varied delivery methods (e.g., discussions & case studies) to support diverse learning styles.
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 - \$50 as there is no required textbook and materials are available through the UFV library.



ORIGINAL COURSE IMPLEMENTATION DATE: November 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 29/08/2024

## 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 430                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Leadership in Adult Education                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Leadership in Adult Education                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Exploring various leadership styles, perspectives, qualities, and practices, students will consolidate their understanding of what it means to be a leader in their respective context and construct their personal leadership philosophy. Students will analyze assumptions, beliefs, and diverse viewpoints, including Indigenous and feminist perspectives, fostering a holistic understanding of leadership. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 30-university-level credits 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>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>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: <b>No</b>                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Critically examine leadership traits and practices in adult education.
2. Compare how different leadership styles (e.g., transformational, transactional, ethical, and distributed) influence decision-making, collaboration, and organizational culture in adult education contexts.
3. Investigate leadership perspectives including Indigenous and feminist perspectives.
4. Articulate personal leadership philosophy, reflecting on values, beliefs, and practices.
5. Analyze leadership practices for decolonization, inclusion, and conflict resolution.
6. Describe administrative aspects of leadership, including funding, program planning, and staffing.

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

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

**Details:**

Assignment 1: Video introduction and articulation of personal leadership values, roles, and/or qualities (10%)

Assignment 2: Dilemma analysis (30%)

Assignment 3: Alternative perspectives (20%)

Assignment 4: Facets of leadership presentation (20%)

Holistic assessment: Contributions to the learning of others and participation self-assessment (20%)

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

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

Large and small group discussion, mini-lectures, participant-led seminars, 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. Online resource | Symbaluk, D. G., Andrews, D. M., Potter, T., & Zecevic, A. A                        | Documenting and activating educational leadership and authentic teaching. Collected Essays on Learning and Teaching, 15(1). <a href="https://doi.org/10.22329/celt.v15i1.7848">https://doi.org/10.22329/celt.v15i1.7848</a>      | 2024 |
| 2. Journal         | Anderson, M. H., & Sun, P. Y. T.                                                    | Reviewing leadership styles: Overlaps and the need for a new 'full-range' theory. International Journal of Management Reviews, 19(1), 76–96. <a href="https://doi.org/10.1111/ijmr.12082">https://doi.org/10.1111/ijmr.12082</a> | 2017 |
| 3. Book            | Rocco, T. S., Smith, M. C., Mizzi, R. C Merriweather, L. R., & Hawley, J. D. (Eds.) | The Handbook of Adult and Continuing Education. Taylor & Francis. <a href="https://doi.org/10.4324/9781003447849">https://doi.org/10.4324/9781003447849</a>                                                                      | 2021 |
| 4. Journal         | Martin, L. G., Conceição, S. C. O., & Knox, A. B. (Eds.)                            | Mapping the Field of Adult and Continuing Education: An International Compendium: Volume 3: Leadership and Administration. Taylor & Francis.                                                                                     | 2017 |
| 5.                 |                                                                                     |                                                                                                                                                                                                                                  |      |

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

**Course Content and Topics**

- Leadership traits and practices at Canadian higher education institutions
- Vulnerability, neuroscience, and emotional intelligence
- Leadership styles
- Appreciative inquiry
- Indigenous leadership
- Feminist leadership and gender equity
- Mentoring
- Decolonization, inclusion, and positive spaces
- Leadership and social movement learning, peacebuilding, and conflict-resolution
- Embodying leadership through mindfulness and somatics practice
- Leadership and administration

**Memo for Course Discontinuation**

To: Tetsuomi Anzai and Wade Deisman, CACC Co-Chairs, and Samantha Hannah, UEC Chair

From: Dana Landry, AIS Department Head

Date: April 28, 2025

**Subject: Proposal for discontinuation of UNIV 102**

*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:

UNIV 102 is being discontinued as part of ongoing curriculum housekeeping. It was offered in Fall 2021 and Winter 2022, but enrollment was low (2 students each semester). There are no plans to offer this course. Moreover, the UNIV course code is no longer being used.

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for discontinuation of Econ 365 Transportation Economics**

*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:

ECON 365 has not been offered for several years, indicating low demand or scheduling challenges.  
Faculty resources could be better utilized for courses with higher student interest.

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date:

**Subject: Proposal for discontinuation of Econ 388 Law and Economics**

*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:

ECON 388 has not been offered for several years, indicating low demand or scheduling challenges.  
Faculty resources could be better utilized for courses with higher student interest.

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for discontinuation of Econ 397 Regulatory Economics**

*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:

ECON 397 has not been offered for several years, indicating low demand or scheduling challenges.  
Faculty resources could be better utilized for courses with higher student interest.

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Aleks Jovanovic, HIST 120 course reviewer

Date: February 24, 2025

**Subject: Proposal for revision of HIST 120 Europe 500-1600: Saints and Sinners in the Medieval World**

*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 – updates to the course title, calendar description, learning outcomes, text/resource materials, and evaluation methods.

The course has shifted from being strictly chronological to having a mix of chronological and thematic breakdown in modules. Also, a greater emphasis is placed on the creation of Europe as a spatial and cultural idea (oftentimes compared to the emerging medieval Middle East). Finally, the name change of the course better reflects the chronological content covered. 1500 seems to be a more suitable cut-off year for several reasons:

1. The Reformation caused drastic changes in Europe that transformed the content to a significant extent that we can talk of a completely new era (HIST 121 already informally starts with the Reformation, so it only makes sense to change the course's chronology to 1500–1850 and thematically have a course on Early-Modern Europe proper);
2. Early European colonization ushered by Portugal and Castile triggered a gradual global transfiguration of Europe, which, again, caused major changes in European society, economy, and culture.
3. The people of later fifteenth-century Europe started perceiving themselves as being drastically different from their ancestors of the *Middle Ages*.



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 major changes to the CLOs, although some of them have been made more course-specific.

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)?

History Department

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

While the world of Medieval Europe is quite distant from the Indigenous experiences of the Americas broadly and the Fraser Valley locally, the course adheres to the pedagogical method of the Five Rs by offering learners a respectful and reciprocal teaching environment in which students can question these concepts and learn about the relevant aspects of medieval European history. These processes aid students in building skills of responsibly processing ideas, concepts, and data, which allows both learners and the instructor to build stronger relationships with each other, as well as with the content about medieval Europe.

Students are given the option to do assignments that revolve around the indigenous methodology of storytelling in an academic setting (*Decolonizing Research: Indigenous Storywork as Methodology*) such as Do It Yourself where students are expected to create an object using the methods of the medieval Europeans and present a story of how the object was made and what their experience of making it felt like for them.

On occasion, relevant examples from local Stó:lō history are brought in to explain the less-known medieval European world. This allows students to familiarize themselves with the distant civilizations of Europe, while at the same time, it puts local history into a global comparative context which has been an enduring trend in history as a discipline over the last decade.

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

The course promotes EDI through the examination of diverse ethnic, social, and racial groups' experiences in medieval Europe. The written and material primary sources analyzed in class move away from elite narratives and focus on telling the story of society from the perspective of various groups common and/or marginalized.

The classroom experience and the assignments are meant to encourage equitable learning for students. All students are expected to work in smaller groups during discussion periods. This setting fosters a safer and less intense atmosphere for learners to exchange their ideas. Thus, they can see themselves as being partners in learning alongside their peers and instructors.

While written assignments are used, following the logic of the course, students are expected to put together an exhibition catalogue about a theme revolving around the medieval European societies and cultures, which includes a cover letter explaining the theme, followed by a set of curated images of relevant artifacts through which a story is told. Alternatively, offering further development of presentation skills, students are given the option to research and make an object using the methods of the medieval Europeans and present their findings to the class. These assignments move away from the traditional paper format and allow students to enhance their digital literacy, dexterity, and presentation skills.

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

**CWC comments and responses:**

- Given that the years covered by this course are being changed from 500-1600 to 500-1500, are there plans to similarly change HIST 121 (Europe 1600-1850) to include 1500-1600?

*There are plans to submit HIST 121 to show the time-period change from 1600-1850 to 1500-1850 next year.*

- The evaluation includes 25% for museum curation, but this does not appear to be mentioned elsewhere in the course outline. How does this fit for this course?

*Reference has been added to learning outcome #6.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 120                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Europe 500-1500: Saints and Sinners in the Medieval World                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Europe 500-1500                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Studies the legacy of the ancient cultures that developed around the Mediterranean Sea. Topics include the emergence and transformation of the medieval European and Middle Eastern worlds as distinct socio-political entities around the Mediterranean, paying close attention to the influence of gender, identity, and class.                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>HIST 108</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <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 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify key factors that allowed the creation of Europe as a distinct socio-political entity from the 5th to the 15th centuries.
2. Debate themes and issues in medieval European history.
3. Identify the differences between primary and secondary sources.
4. Use these distinct primary and secondary materials as the basis of historical inquiry about the medieval European world.
5. Articulate the relationship between the present-day idea of Europe vis-a-vis the transformations that allowed for Europe's creation from the 5th to the 15th centuries.
6. Produce written and audio-visual works that follow historical methodological inquiry stemming from the primary sources, e.g., the museum curation assignment.

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

|                        |     |              |     |  |   |
|------------------------|-----|--------------|-----|--|---|
| Final exam:            | 25% | Assignments: | 55% |  | % |
| Quizzes/tests/midterm: | 20% |              | %   |  | % |

**Details:**

Primary source analysis: 20%  
Museum curation: 25%  
In-class discussion: 10%  
Weekly quizzes: 20%  
Final exam: 25%

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

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

Teaching methods will include lectures, small-group activities, in-class writing assignments and the use of audio-visual materials.

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

| Type   | Author or description | Title and publication/access details                          | Year |
|--------|-----------------------|---------------------------------------------------------------|------|
| 1. OER |                       | Fordham Internet History Sourcebook Project: Medieval History |      |
| 2. OER |                       | The Internet Classics Archives at MIT                         |      |
| 3. OER |                       | KPU Pressbooks The Ancient and Medieval World                 |      |
| 4.     |                       |                                                               |      |

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

None

**Course Content and Topics**

Module 1: Late Antiquity (400–750 CE)

- The Mediterranean world and Christianity
- Daily lives in Late Antiquity
- The game changers: rise of Islam and the Frankish Empire

Module 2: Early Middle Ages (750–1000 CE)

- From the Mediterranean world to Europe and the Middle East
- Daily lives in the Early Middle Ages
- The game changers: Vikings, Hungarians, and the rise of Slavic Europe

Module 3: High Middle Ages (1000–1300 CE)

- Europe grows and papacy ascends
- Daily lives in the High Middle Ages
- The game changers: centralized kingdoms and papacy challenged

Module 4: Late Middle Ages (1300–1500 CE)

- European world shaken: the plague, the Mongols, and wars
- Daily lives in the Late Middle Ages
- The game changers: Iberian navigation and the Renaissance

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and David Milobar, HIST 314 course reviewers

Date: January 21, 2025

**Subject: Proposal for revision of HIST 314 The Rise and Fall of the British Empire**

*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 – updates to the calendar description, learning outcomes, resource materials, and evaluation methods. The changes are driven by the six-year review – the calendar description has been updated to be in active voice; the learning outcomes are updated to use one active verb; the evaluation methods show updates to the assignments, addition of holistic assessment, and the removal of quizzes; the textbook is updated to the current edition.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The revised learning outcomes incorporate updated active verbs that more accurately align with upper-level course goals.
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)? History Department.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course is built on the understanding that Indigenizing the Academy is global in nature. The British Empire was built on the interaction between colonizers and Indigenous Peoples around the Globe. The role of

imperialism and its impact on issues of race, class and gender enables one to better understand the impact of Empire on settler and Indigenous societies. Online primary sources available through British institutions and those of former colonies are utilized to support student learning, enabling students to better understand the impact of forces such as colonialism on Indigenous and settler communities throughout the British imperial world. The course prioritizes student engagement aimed at fostering an awareness of diversity and inclusion that is at the core of Indigenous pedagogy. Assignments are designed to encourage students to engage in collaborative learning that values respectful and understanding of diverse perspectives based on the students' collective life experiences. By placing an emphasis on the stories of Indigenous peoples throughout the Empire, students will engage in the pedagogical experience through narrative sources fostering a humanizing understanding of a time and social-cultural structure different from our own. Traditional academic sources are complemented through the inclusion of oral and written sources that provide a voice to those often neglected by traditional studies.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? A critical element of course design is to create an inclusive environment where students are encouraged to contribute to a diverse learning community. The various assignments and activities are designed to support students from a broad spectrum of lived experience embracing a wide range of learning styles. This goal is highlighted explicitly at the outset and reinforced throughout the term by the term by encouraging students to take an active role in shaping their individual learning goals. Low stakes writing assignments, such as summary/critiques, afford students opportunities to learn, experiment and receive feedback in a collaborative, constructive and positive environment to allow students to learn by building on their relative strengths. Course materials include a diverse range of formats touching on themes relating to a broad array of perspectives. Furthermore, oral, and visual materials afford students the opportunity to experience the views and voices of those often ignored by traditional scholarship on Imperial history.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$30.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 314                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> The Rise and Fall of the British Empire                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Rise & Fall of British Empire                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the forces that shaped the emergence, development, and collapse of the British Empire from the 17th to the 20th century. The impact of the Empire on the British economy and society as well as its impact on its settler and Indigenous subjects will be considered. Issues such as race, gender, and class in the context of constantly changing metropolitan and imperial cultural structures will receive special consideration.  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</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: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <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 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Assess the forces that shaped the British Empire and assess their impact on its peoples.
2. Assess themes and issues in the history of the British Empire.
3. Articulate the importance of context, evidence, perspective, and research in the study of history.
4. Work with multiple sources, both primary and secondary.
5. Employ historical convention and consciousness when communicating to an audience.

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

|                        |     |                      |     |   |
|------------------------|-----|----------------------|-----|---|
| Final exam:            | 20% | Assignments:         | 65% | % |
| Quizzes/tests/midterm: | %   | Holistic assessment: | 15% | % |

**Details:**

Assignments:

Document analysis (5 x 400 words each): 20%

Document analysis (1000 words): 10%

Research paper: 35% (2500-3000 words)

Holistic assessment through reflective writing.

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

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

Lectures, seminars, and written assignments.

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

| Type               | Author or description                                             | Title and publication/access details  | Year |
|--------------------|-------------------------------------------------------------------|---------------------------------------|------|
| 1. Textbook        | Philippa Levine                                                   | The British Empire: Sunrise to Sunset | 2019 |
| 2. Online resource | Readings available on reserve and the library electronic database |                                       |      |
| 3.                 |                                                                   |                                       |      |
| 4.                 |                                                                   |                                       |      |

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

None

**Course Content and Topics**

- Introduction
- Late medieval idea of empire: Perspectives of "peoples" and "worlds"
- Exploration, discovery, and early modern imperialism
- Slavery, settlements, and plantations in the West Indies
- Consumer, financial, and communications revolutions and the British Empire
- War, revolution, and the collapse of the first empire
- India and Britain's eastern empire
- Science and religion in the nineteenth century empire
- Governing Victoria's empire
- Empire at war
- Rise of nationalism and anti-imperialism
- Collapse of empire
- The legacy of empire



**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Larissa Horne, HIST 392 course reviewer

Date: February 24, 2025

**Subject: Proposal for revision of HIST 392 The Soviet Union in the Cold War Era**

*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 – updates to the title, calendar description, learning outcomes, resource materials, and evaluation methods. The changes are driven by a six-year review, adding a time period to the title, allowing to stress an active student-centred approach to learning in the calendar description, enhance learning outcomes to emphasize the students gaining employability skills for the rapidly advancing knowledge economy and a fluid geo-political environment, and reflect the evolution of the delivery and assessment methods prioritizing critical thinking and collaboration and teamwork. The introduction of a Course Reader composed of most recently published academic articles, and the primary sources databases accessible through the UFV Library in place of the previously assigned monograph, provides a more diversified content from various schools of thought, both Soviet and Western.
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 \(ILOs\)](#): whereas the previous vision for the course included the key skills the students acquire in identifying the components of Soviet national history, articulating debates and learning to write for historical audiences, the updated vision offers a more nuanced approach to historical examination of Soviet society in the Cold War era through the prism of reforms and counter-reforms in the ethno-federal, and multi-cultural Soviet state. The more focused analysis of the relationships between central and local political administrations and bureaucracies, economic centers, official cultural and dissident circles will allow the students to Examine Critically and Holistically. The

students will learn to establish a collaborative, inclusive, and respectful learning environment. This will allow for the more in-depth articulation of historical debates, including on some of the more contradictory subjects under the examination and it will provide an opportunity to lead collaboratively and communicate effectively. The high-impact nature of an in-class seminar co-facilitation aims to advance the students' critical thinking and lead to the Engagement in Reflection for Action. The development of the practice of writing for diverse historical audiences, combined with in-depth analysis of highly diverse memoir literature will demonstrate the course's commitment in giving the students an opportunity to develop early advocacy skills in Equity, Diversity, and Inclusion in their professional and personal life. In the words of the visiting writer and scholar in Hist 392, Connie Braun, "The students in this class are advocates for safekeeping historical memory." the visiting writer and scholar in Hist 392, Connie Braun, "The students in this class are advocates for safekeeping historical memory."

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 \(UNDRIP\)](#). The course is designed to uphold the Core Values of Indigenous approaches to learning and life. It is committed to "achieving balance" in building a learning community and designing group activities to "overcome value differences that cause confusion, resistance or discomfort among participants" while cultivating patience and respect. An example of an assignment design that reflects on the UFV Integrated Strategic Plan is a student-designed and student-led seminar co-facilitation activity. It is grounded in a challenge-based and team-based learning methodology in which the students become intentional partners in teaching and learning. This assignment reflects the spirit of UFV's mission of engaging learners, transforming lives, and building community. This High-Impact course delivery method also cultivates analytical and critical thinking, empathy, and intellectual humility. It aims to develop in students deep listening skills and inspire them to look at history through the lens of societal change attributed to the efforts of groups and individual historical personalities alike.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? A holistic self-assessment of student participation will equip each learner with an equitable opportunity to self-reflect on their own unique skills and level of engagement, congruent with the Student-Ready University framework currently emerging at UFV. The seminar co-facilitation exercise will factor in the diversity of the students' cultural backgrounds vis-a-vis their readiness for public speaking and will accommodate a variety of learning styles and the subsequent delivery of presentation materials. The course curriculum will include reading materials and discussion topics focusing on the histories of ethnic minorities within the Soviet ethno-federal state, often steeped in the political and socio-economic legacies of the Russian Empire, thus highlighting the place of diverse populations or lack thereof in formulating the central state's national policies and practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. A field trip may be included as an optional activity taking place during one of the scheduled classes. An example includes a guided tour of the Mennonite Museum in Abbotsford.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook - \$100.00; free online Reader.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2010  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 392                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> The Soviet Union in the Cold War Era, 1945-1991                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Soviet Union in Cold War Era                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine the factors sustaining the Soviet Union's territorial and ideological unity, economic and military strength, and international influence in 1945-1991, and the reasons behind gradual liberalization of the Soviet society and the eventual disintegration of the USSR.                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>HIST 397G</b><br>Cross-listed with:<br>Equivalent course(s): <b>HIST 397G</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">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: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify key components in Soviet history during the Cold War era, 1945-1991.
2. Analyze the correlation between domestic and foreign policies, socio-economic and cultural developments, and ideology.
3. Articulate historical debates on the subject.
4. Engage in class discussions in a collaborative, inclusive and respectful manner.
5. Articulate the importance of context, evidence, perspective, and research in the study of history.
6. Work with multiple sources, both primary and secondary.
7. Create historical content for diverse audiences.

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

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

**Details:**

Final exam: 20%

Quizzes: 10% (10 in-class quizzes x 1% each)

Midterm: 20%

Assignments:

Oral paper-based presentation: 5%

Participation: 15% (seminar co-facilitation: 5%; participation: 10%)

Project (research paper): 30%

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

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

Teaching methods will include lectures, seminar discussions/debates and examinations, guest lectures and field trips. Relevant audio/visual materials will also be used.

**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        | Suny, R.G.                            | The Soviet Experiment: Russia, the USSR, and the Successor States | 2003 |
| 2. Online resource | Online readings (articles and essays) |                                                                   |      |
| 3.                 |                                       |                                                                   |      |
| 4.                 |                                       |                                                                   |      |

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

None

**Course Content and Topics**

- Introduction: The Soviet Union before and after the Cold War; historiography and sources
- Soviet Russia's search for identity and security in the inter-war period
- The imposition of the Stalinist orthodoxy at home and abroad in the wake of the Second World War
- USSR, the United States, and the "First" Cold War 1945-1953
- De-Stalinization: Khrushchev's "Thaw" and adventurism in foreign policy
- "The unbreakable union of Soviet republics": Stability, bureaucracy and status quo, 1964-1982
- Towards a global role? The Soviet foreign policy under Brezhnev and beyond
- The beginning of democratic reforms under Mikhail Gorbachev
- The "Second" Cold War and the end of the bi-polar world, 1985-1991
- The fall of Eastern European communism and the disintegration of the USSR
- Yeltsin's Russia and the post-Soviet states of Eurasia: confusion and co-existence
- Russian national idea and her geo-political priorities at the turn of the 21st century

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Adrianna Bakos, HIST 412 course reviewer

Date: February 24, 2025

**Subject: Proposal for revision of HIST 412 Louis XIV and His Court at Versailles**

*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 – updates to calendar description, learning outcomes, resource materials, and evaluation methods. Learning outcomes have been updated to align with revised History PLOs and UFV's new ILOs. The calendar description has been updated to more accurately reflect the content of the course and verbs have been changed from future to present tense. Texts have been revised to include a video that relates directly to new Indigenous content added and to indicate that pdf files will be accessed through the LMS. The evaluation method has been revised to include explicit reference to students' self-assessment as part of their course work.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Course LOs 1, 2 and 4 clearly align with UFV's new ILOs 1 and 2 by requiring students to discuss and evaluate the most significant aspects both of Louis XIV and his court, and of the modern historiography on the topic. Course LO 6 has been reworked to more directly connect skills acquisition to specific course content. LO 7 "Engage in dialogue and debate in a respectful, inclusive and open-minded way," and LO 8 "Reflect critically and constructively upon one's own work and that of others," align both with the History Department's revised PLO 7 and UFV's new ILOs 3 and 4 in the area of "Connect," by expecting students to learn how to work collaboratively with others and to provide respectful space for the opinions of others, even when they are in opposition to the student's own.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Course delivery manifests the [First Peoples Principle of Learning](#) that maintains “Learning is holistic, reflexive, reflective, experiential, and relational.” As a small seminar-based course, classroom design always supports lateral rather than hierarchical learning. Desks are re-arranged every week to reflect content and learning outcomes. Whole class discussions are always conducted in a seminar circle. Reciprocity is encouraged through exchange of feedback from instructor to learner and from learner to instructor. Formative feedback is regularly sought from students. Students are welcomed into the assessment process, both in providing formal commentary to teach others around seminar leadership and oral presentation of research, and in self-assessing and reflecting on their successes and challenges throughout the course. Course content has been updated to include the topic of “Colonial Dreams and Nightmares” which extends the examination of court structures embedded within the metropole to colonized lands, incorporating the perspectives of Indigenous peoples encountering and resisting the imperial aspirations of Louis XIV.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? While this 4<sup>th</sup> year course is narrowly focused on the organization and operation of the early modern court of Louis XIV at Versailles, throughout the course wherever possible given the extant textual sources, the voices of the unenfranchised and marginalized are included. In addition to the new content added which explores the interactions of people in and from the metropole with those of the territories they sought to colonize, the penultimate week “flips the script” to consider the king and his court from the vantage point of the other “twenty million Frenchmen,” to use Pierre Goubert’s famous phrase. Course materials appear in multiple formats to support diverse learning styles. Students are encouraged to pursue their individual interests in putting together a plan of original research for the semester; students may choose from a variety of outputs, such as creative non-fiction, podcasts and blogs, to demonstrate both their acquisition and their dissemination of knowledge.
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): None



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 412                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Louis XIV and His Court at Versailles                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Louis XIV & His Court                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the personal and political dynamics of court society at Versailles under Louis XIV (1643-1715). The intricacies of court life are examined against a backdrop of larger political events across France and Europe. Through the investigation of patronage, consumption, ritual, and display, students develop an understanding of this quintessential early modern socio-political institution.                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">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: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <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 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



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

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

1. Identify the major events and most important political, religious and cultural figures during the reign of Louis XIV.
2. Analyze the complex interaction of patronage, display and ritual that defined court life at Versailles.
3. Articulate historiographical debates around Louis XIV and the nature of absolutism in France.
4. Articulate the importance of context, evidence, perspective, and research in the study of history.
5. Utilize both primary and secondary sources relevant to the topic of 17th century France.
6. Engage in dialogue and debate in a respectful, inclusive, and open-minded way.
7. Reflect critically and constructively upon one's own work and that of others.

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

|              |     |   |   |
|--------------|-----|---|---|
| Final exam:  | 25% | % | % |
| Assignments: | 75% | % | % |

**Details:**

Assignments:

Thesis outline and annotated bibliography: 15%

Participation and engagement self-assessment: 10%

Seminar leadership: 15%

Major research paper: 35%

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

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

Teaching methods will include a combination of lectures, seminar discussion and use of relevant audio/visual materials.

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

| Type               | Author or description                                                        | Title and publication/access details | Year |
|--------------------|------------------------------------------------------------------------------|--------------------------------------|------|
| 1. Online resource | Selected primary sources available online or in PDF files on course website  |                                      |      |
| 2. Online resource | Selected articles available through JSTOR and Historical Abstracts databases |                                      |      |
| 3. Video           | Black Robe                                                                   |                                      | 1991 |
| 4.                 |                                                                              |                                      |      |
| 5.                 |                                                                              |                                      |      |

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

None

**Course Content and Topics**

- Introduction: What is court culture
- Absolutism in theory and practice
- Setting the stage: The Fronde
- Building the stage: The construction of Versailles
- Publicizing the star: Propaganda and public opinion
- The sacred and the state
- Warfare and the pursuit of "la gloire"
- The king's bodies: Personal and political
- The sinews of power: Gift-giving and patronage
- Colonial dreams and nightmares
- Ritual, theatre and display
- Louis XIV and twenty million Frenchmen
- The sun sets

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Adrianna Bakos, HIST 414 course reviewer

Date: February 24, 2025

**Subject: Proposal for revision of HIST 414 Tudor-Stuart Britain**

*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 – updates to calendar description, learning outcomes, resource materials, and evaluation methods. Learning outcomes have been updated to align with revised History PLOs and UFV's new ILOs. [The calendar description has been revised to include another topic covered in the course and verb tense has been changed to the present. Suggested course materials/ readings have been revised to include a video series and pdf files which will be accessed through the LMS. The evaluation method has been revised to include explicit reference to students' self-assessment as part of their course work..](#)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Course LOs 1 and 2 clearly align with UFV's new ILOs 1 and 2 by requiring students to discuss and evaluate the most significant aspects of both Tudor-Stuart history and of the modern historiography on the topic. Both LO 6 "Reflect critically and constructively upon one's own work and that of others" and LO 7 "Engage in dialogue and debate in a respectful, inclusive and open-minded way" align with the History Department's revised PLO 7 and UFV's new ILOs 3 and 4 in the area of "Connect," by expecting students to learn how to work collaboratively with others and to provide respectful space for the opinions of others, even when they are in opposition to the student's own.

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

5. Which program areas have been consulted about the change(s)? None
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Course delivery manifests the [First Peoples Principle of Learning](#) that maintains “Learning is holistic, reflexive, reflective, experiential, and relational.” Classroom layout changes every week, depending upon the lesson plan, but desks are frequently arranged as “pods”, favouring lateral over hierarchical learning. Whole class discussions are always conducted in a seminar circle. Reciprocity is encouraged through the exchange of feedback from instructor to learner and from learner to instructor (an example of the latter being exemplified through instructor sharing their own work-in-progress with learners and welcoming constructive commentary). Students are welcomed into the assessment process, both in providing formal feedback to each other around seminar leadership and oral presentation of research, and in self-assessing and reflecting on their successes and challenges throughout the course.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? New content has been added to this course to center the voices of marginalized groups within Tudor-Stuart society. (See, for example, the topics of “Crime and Community,” and “Othering and Brothering in Tudor-Stuart England.”) Several weeks focus on questioning the traditional historical narrative of progress and modernization, based as it is primarily on an examination of elite experience. All content is posted in the LMS in multiple formats, allowing for students to access materials in the way that best suits their particular learning strengths and challenges. For example, weekly lectures are provided in three different formats: a captioned video lecture version, a narrated PowerPoint version and an audio-only version.
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): None



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 414                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Tudor-Stuart Britain                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Tudor-Stuart Britain                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore politics, society, and culture in Tudor-Stuart Britain. Topics include the nature of Anglicanism, crime and punishment, gender and political theory, court culture, the causes of the English Civil War, and the emergence of new cultural institutions such as coffee houses and scientific societies.                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">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: <b>No</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>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 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Recount a detailed political narrative of the Tudor-Stuart period.
2. Delineate the parameters of significant historiographical debates in Tudor-Stuart history.
3. Articulate the importance of context, evidence, perspective, and research in the study of history.
4. Develop a thesis about Tudor-Stuart England based on the effective use of primary sources.
5. Reflect critically and constructively upon one's own work and that of others.
6. Engage in dialogue and debate in a respectful, inclusive, and open-minded way.

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

|              |     |   |   |
|--------------|-----|---|---|
| Final exam:  | 25% | % | % |
| Assignments: | 75% | % | % |

**Details:**

Assignments:

Thesis outline and annotated bibliography: 15%

Participation and engagement self-assessment: 10%

Seminar leadership: 15%

Major research paper: 35%

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

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

Lectures, student-led seminar discussions, films, and online activities.

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

| Type               | Author or description                                                           | Title and publication/access details | Year |
|--------------------|---------------------------------------------------------------------------------|--------------------------------------|------|
| 1. Online resource | Selected primary sources available online or as PDF files on the course website |                                      |      |
| 2. Online resource | Selected articles available through JSTOR and Historical Abstracts databases    |                                      |      |
| 3. Video           | Selected episodes from the series "The History of Britain"                      |                                      |      |
| 4.                 |                                                                                 |                                      |      |
| 5.                 |                                                                                 |                                      |      |

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

None

**Course Content and Topics**

- Henry VII and the new Tudor monarchy
- The "King's Great Matter" and the English Reformation
- Two Marys and an Elizabeth: The politics of gender
- Crime and community
- Othering in Early Modern England
- The divine and the doomed: James I and Charles I
- The English Civil War
- Restoration, revelry, and resistance
- "Englishness" and the beginnings of empire
- End of semester student conference

**Memo for Course Changes**

To: CACC

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

Date: January 6, 2023

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

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

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

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

2. Rationale for change: Calendar description was written in passive voice and has been updated to active voice. Learning outcomes have been revised for wording and grammar. Texts has been updated to stipulate emphasis on Indigenous scholars.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Not applicable.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not applicable.

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). IPK 101 is designed to provide Indigenous students with the skills and tools to advance their academic journey through their first year of study at UFV, and to honour students' cultural and ancestral protocols. IPK 101 is taught by an Indigenous teacher, and Indigenous worldviews are central to IPK 101, and the stated aim of decolonizing education is effected in part by IPK 101's emphasis on texts and resource materials by Indigenous scholars.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? IPK 101 is designed to address Indigenous students' access to and progression through academic programs at UFV.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. Not applicable.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): None – reading materials are taken from free online sources and articles accessible through UFV Library.

### CWC comments and responses:

- Is the course title “University and College Access Seminar II” still appropriate?

*This has been changed to: “Learn Today, Lead Tomorrow II” since it is a continuation of IPK 100.*

- PLAR section indicates that PLAR is not available, but does not give a reason.

*Learn Today, Lead Tomorrow is to prepare students to acquire the skills and knowledges needed to be successful in post secondary education. The course is designed to make pursuing education relevant to the learner. This foundational learning bridges the gaps that would otherwise hinder learning. Credit for this learning is inherent in matriculated learners.*

- What are these learning outcomes based on? Are these the component competencies that students will need to be successful in an academic context?

*Yes, the learning outcomes are component competencies that students will need to be successful in an academic context.*

- Evaluation includes “class participation” and “punctuality and preparedness”, but these do not appear to be represented in the learning outcomes. Pre-Check suggests the addition of one or more learning outcomes.

*An additional three learning outcomes have been included to address class participation, punctuality, and preparedness.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2007  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2031  
**Course outline form version: 28/10/2022**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------|---|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> IPK 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Learn Today, Lead Tomorrow II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Learn Today, Lead Tomorrow II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                               |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Provides students a collaborative learning opportunity building on skills acquired in IPK 100 to develop classroom, critical thinking, and interpersonal skills required for further post-secondary studies. Students, taught by an Indigenous instructor, will embrace skills for maintaining an Indigenous perspective while progressing in post-secondary study.                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | IPK 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>15</b> |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">39</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">6</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                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 39 | Experiential (cultural/elder learning or participation) | 6 |  |  |  |  |  |  | <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 prepares students to acquire the skills and knowledges needed to be successful in post secondary education. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 26, 2026                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                       |  |



IPK 101

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Demonstrate research and note-taking skills.
2. Balance academic, social, and spiritual commitments.
3. Identify the origins of established disciplines and contemporary formations.
4. Identify personal strengths and challenges and complete their circle by identifying balance.
5. Engage critically with course materials, participate in class discussions, and apply theoretical concepts.
6. Develop effective communication skills and work collaboratively with peers.
7. Demonstrate punctuality, preparedness, and effective time management skills, meeting deadlines and submitting quality work.

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

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

**Details:**

Oral presentation: 10%  
 Critical thinking through dialogue: 20%  
 Class participation: 10%  
 Punctuality and preparedness: 10%  
 Participation in UFV activities: 10%  
 Informal class presentations (2): 10%  
 Journal: 20%  
 Meetings with UFV staff: 10%

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

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

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

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

| Type                    | Author or description                                       | Title and publication/access details | Year |
|-------------------------|-------------------------------------------------------------|--------------------------------------|------|
| 1. Article              | Variety of academic articles written by Indigenous scholars |                                      |      |
| 2. Indigenous knowledge | Various Knowledge Keepers                                   |                                      |      |
| 3.                      |                                                             |                                      |      |
| 4.                      |                                                             |                                      |      |
| 5.                      |                                                             |                                      |      |

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

**Course Content and Topics**

- Library research and note taking
- Identifying "disciplines" and "programs" and how these advance Indigenous community goals of self-determination and well-being
- Planning individual learning paths in balance with Indigenous worldview
- Engaging in campus life beyond textbooks, classrooms, and the library
- Defining balance in one's own education and culture

## UFV Transfer Credit Request Form

**Course(s):** IPK 101

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

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

For help identifying appropriate receiving institutions, see [www.bccat.ca/pubs/resources/HowToArticulate2018.pdf](http://www.bccat.ca/pubs/resources/HowToArticulate2018.pdf).

**Memo for Course Changes**

To: CACC and UEC

From: Andrea Hughes – Psychology Department Head

Date: March 26, 2025

**Subject: PSYC 301 course revision**

*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: In our upper-level psychology courses, students are introduced to psychological research and design. Through these courses, students become familiar with reading original research, graphs and tables. Thus, requiring students to have 12 credits of upper-level psychology prior to taking this course will allow them to be familiar with research methodology prior to applying statistical techniques to data. Without this foundation, students struggle to meet the learning outcomes for this class.

For example, learning outcome 2 requires that students can apply statistical inferential tools in the context of various research designs. To meet this outcome, it is expected that students enter the course with an understanding of the various research settings in which psychological research typically takes place (e.g., study designs in different areas of psychology such as social, biological, developmental). Students must have taken a wide enough breadth of upper-level psychology courses to develop this understanding. Additionally, learning outcome 4 requires that students be able to interpret the results of statistical analyses. This also presumes an underlying exposure to psychological research such that students can take statistical findings and interpret them while considering psychological theories and practices.

Additionally, this course is a prerequisite for the psychology honours program and is intended to be taken during the term prior to registering for honours. Psychology majors have been attempting to take this course far earlier in their program, resulting in the need for considerable review by the time they register for honours.

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

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? N

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): N/A



ORIGINAL COURSE IMPLEMENTATION DATE: November 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 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.<br>Note: As of September 2026, prerequisites will change to (one of PSYC 110, STAT 104, or STAT 106), PSYC 202, and 12 credits of 300-level or above psychology.                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 New Course**

To: CACC

From: Dr. Geetanjali Gill, GDS Program Chair, and Dr. Wade Deisman, Associate Dean (and interim Convenor of the School of Social Justice and Global Stewardship)

Date: March 13, 2025

**Subject: Proposal for new course SJGS 300 Social Justice and Global Stewardship Practicum/Internship**

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

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

A program change request has also been submitted.

SJGS 300 will replace two existing practicum courses that have been used by the GDS program - GDS 310 and GDS 311 - that are cross-listed with GEOG and housed in GEOG. GEOG plans to discontinue these courses once SoJust's new practicum course is available for students (see email from GEOG).

Practicums/internships are required for all GDS BA degree students. The GDS program (and in the near future, the other programs in the School of Social Justice) will use this new practicum/internship course for their students.

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

| GDS Program LOs                                                                                                                                          | Course LOs                                                                                                                                                      | ILOs                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice. | Apply knowledge and approaches learned in program courses to social justice work and practices                                                                  | 1, 2, 3, 5, 8       |
| Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.                                      | Identify a diversity of perspectives, values, approaches, principles, and outcomes within social justice work and practices                                     | 2, 5, 6, 7, 8       |
| Engage in debates, dialogue, and action related to social justice and global development                                                                 | Work independently and as a team to contribute to the work of the host organization                                                                             | 2, 4, 5, 6, 7, 8    |
| Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development                                    | Self-evaluate, based on this experience, skills gained in self-reflexivity, critical thinking, analysis, research, communication, inter-personal relations etc. | 2, 3, 4, 5, 6, 7, 8 |



|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                       | Reflect upon how this experience has shaped one's values as a global citizen                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |
| Demonstrate competence in analysis, research, communication, and other professional skills required for the global development sector | <p>Apply knowledge and approaches learned in program courses to social justice work and practices</p> <p>Identify a diversity of perspectives, values, approaches, principles, and outcomes within social justice work and practices</p> <p>Work independently and as a team to contribute to the work of the host organization</p> <p>Self-evaluate, based on this experience, skills gained in self-reflexivity, critical thinking, analysis, research, communication, inter-personal relations etc.</p> | 3, 4, 5, 6, 7, 8 |

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

This course can also be used by PACS and IS. While they each have their own experiential learning courses (e.g. PACS 391, IPK 402), this course will give these programs' students further opportunities to engage in the social justice sector. Students from outside these 3 program areas will need to get permission from the Instructor and Program Chairs of GDS, PACS, or IS to enroll in this course.

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

PACS, IS have been consulted. Also, the GDS Program Committee has members from GEOG, POSC and CRIM who have seen and approved this course. The Department Head of GEOG has also been consulted (see email).

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

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

Social justice centred organizations work with and for the most vulnerable groups in societies, including Indigenous peoples, locally and globally. Indeed, some organizations that students may be placed in have a central focus on the rights of Indigenous communities. Working with these organizations will expose students to principles, practices, and approaches that are culturally appropriate for Indigenous communities.

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

Social justice work and organizations centre the most vulnerable and marginalized groups, locally and globally. As such, students will be exposed to issues of equity, diversity, and inclusion by the nature of the organizations that they will be placed with. For competitive internship/practicum positions, SoJust Program Chairs will apply EDI principles in the selection of students. This course will provide students with many different forms of assessment and choices in the selection of assignment topics and formats. For students who are unable to travel internationally, they will have opportunities to carry out remote or local internships/practicums. An effort will be made to identify internships that pay for travel and living expenses of students.

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

In developing this course, we looked at a range of other UFV practicum courses (from other programs and departments). We observed a wide range in the number of hours and credits for these other practicum/internship courses (ranges from 60-420 hours, and from 3 to 6 credits). Through our experiences offering internships for GDS students since 2013, we have observed that global development internships/practicums generally require a minimum of 200 hours (e.g. Youth Challenge International, Queen Elizabeth Scholars etc.). GDS 310 and GDS 311, which the GDS program has used since 2013 for all internships/practicums, required students to complete 320 hours for 6 credits. We found this to be too many hours for students, and some students struggled to complete these hours in 1 semester. Therefore, we decided to scale back the required hours to 240. We also wanted to include some hours for pre-departure workshops/training, students' assignments, and post-departure reflection. We feel that it is very possible for students to complete 240 hours of work in 1 semester. For this reason, SJGS 300 will have 240 hours and 6 credits.

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

For some international internships, students may need to pay for their travel and living costs. However, students will always have access to internships/practicums with no costs.

**CWC comments and responses:**

- The initial proposed prerequisites were 60 credit and department permission. The UEC Pre-Check Subcommittee was concerned that the memo mentions working with vulnerable groups, but the prerequisites did not include courses that would prepare students for this, such as social justice and/or GDS courses.

*Prerequisites have been changed to include 9 credits of GDS, IPK, PACS, or SJGS. The department would determine if the student had a suitable understanding and maturity to take SJGS 300 – particularly for placements where they will be working with vulnerable groups. And if they did not, they could be directed to placements that did not require them to necessarily work directly*

*with vulnerable groups. Also, in most cases, we would only give permission to students who had already taken some GDS/IS/PACS/SJGS courses, or who had prior global development or social justice experience to enrol in SJGS 300.*

- The UEC Pre-Check Subcommittee was also curious about the need to include both practicum and internship in the course title. What does SJGS see as the difference between these?

*I have included both “practicum” and “internship” in the course title following the model set by AIS 380 and discussions that have taken place at UFV amongst programs that offer internships and practicums. AIS 380 was approved by UEC in 2024, and the course title is “Practicum/Internship I.” I have also been following discussions in UFV’s Fieldwork Committee (currently chaired by Tamara Courage). The committee clarified that the (legal or accepted) definition of “practicum” is that it is an unpaid experience, while “internships” can be paid experiences. These are the definitions that UFV follows. I spoke with Tamara Courage about this issue when developing SJGS 300. I would like students who take SJGS 300 to have both options – paid and unpaid placements.*

- Is it accurate that this course will include 40 hours of tutorials/workshops? That seems high for courses that follow this type of structure. Can some additional explanation be provided for this breakdown of hours?

*This practicum/internship course may involve students travelling to other communities and even other countries. As such, they will need to participate in pre-departure workshops (some in-person, some virtual). They will also participate in post-practicums workshops (in person or virtual). Additionally, many practicum hosts will expect students to attend some workshops at their organization at the start of their practicums to learn more about their organization and work, or to attend some basic training workshops. This amounts to approximately 40 hours. The 200 hours refer to the time the student spends with the practicum host, carrying out practicum tasks “in the field”.*

- Given the breakdown of instructional hours, can the assessment breakdown (80% practicum, 20% assignments) be further explained?

*The bulk of assessment for the course is on the supervisor’s evaluation (50%), and evidence of “work products” from the practicum (30%). This totals 80% for assessment directly related to students’ tasks in their practicum. The additional 20% is for an assignment which asks the student to critically reflect upon their practicum learnings and experiences (e.g. a written blog article, or presentation, or creative product). This assignment (worth 20%) is not assessed by the workplace supervisor, only by the faculty supervisor.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 29/08/2024

## 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> SJGS 300                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Course Full Title:</b> Social Justice and Global Stewardship Practicum/Internship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Course Short Title:</b> Social Justice Practicum/Internship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Department/School:</b> School of Social Justice and Global Stewardship                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Calendar Description:</b><br>An experiential learning opportunity in a social justice-oriented supervised work placement. Students apply program-specific knowledge and approaches to their work with a social justice-centred organization.<br><br>Note: This course can be taken for credit twice. Depending on the requirements of the practicum/internship, students may enroll consecutively in up to two sections for a total of 12 credits.<br>Note: Students with credit for GEOG 396/SOC 396/GDS 310, GEOG 398/SOC 398/GDS 311, IPK 402, or PACS 391 can take this course only once for further credit. |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | 60 university-level credits including 9 credits of GDS, IPK, PACS, or SJGS, and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                  |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br><br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s): <b>GEOG 396/SOC 396/GDS 310, GEOG 398/SOC 398/GDS 311, IPK 402, PACS 391</b><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><br>Expected frequency: <b>Every semester</b><br><br>Maximum enrolment (for information only): <b>25</b> |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Experiential (internship)</td> <td>200</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>240</b></td> </tr> </table>                                                                                                                                                                                                                                                                  |            | Experiential (internship)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 200 | Tutorials/workshops | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>240</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><br>PLAR is available for this course.<br><br>Interview and portfolio assessment required for PLAR. |  |
| Experiential (internship)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 200        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 40         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>240</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Scheduled Laboratory Hours</b><br><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br><br>Transfer credit already exists: <b>No</b><br><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                               |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Date of meeting:</b> March 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Date of meeting:</b> September 26, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                |  |

**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. Self-evaluate the skills gained in self-reflexivity, critical thinking, analysis, research, communication, and inter-personal relations during the internship/practicum experience.
2. Apply knowledge and approaches learned in program courses to social justice work and practices.
3. Identify a diversity of perspectives, values, approaches, principles, and outcomes within social justice work and practices.
4. Articulate how this experience has shaped one's plans and goals for future studies and careers.
5. Reflect upon how the internship/practicum experience has shaped one's values as a global citizen.
6. Demonstrate the ability to independently plan, execute, and critically reflect on tasks carried out with the host organization.

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

|              |     |   |   |
|--------------|-----|---|---|
| Practicum:   | 80% | % | % |
| Assignments: | 20% | % | % |

**Details:**

Approximately 80% of the student's time will be spent carrying out tasks related to their practicum objectives with a host organization. The practicum experience will be evaluated by a workplace supervisor (50%), and by submitting work products produced during the internship/practicum to the faculty supervisor (30%).

The remaining 20% will be assignments in the form of a reflective article, journal, and/or presentation, submitted to the faculty supervisor.

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

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

Field work, presentations and discussions with faculty and workplace supervisors

**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 | Barbara Bassott                  | The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection              | 2023 |
| 2. Textbook | Jackie Carter                    | Work Placements, Internships, and Applied Social Research                                        | 2021 |
| 3. Book     | Elene Cloete and Gunjan Veda     | Community-Led Development in Practice: We Power our own change                                   | 2025 |
| 4. Book     | Rebecca Tiessen and Robert Huish | Globetrotting or Global Citizenship? Perils and Potential of International Experiential Learning | 2014 |
| 5.          |                                  |                                                                                                  |      |

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

**Course Content and Topics**

- Preparing to embark on the practicum/internship (attend pre-placement meetings, and if international travel is required, pre-departure training), expectations
- Professionalism, ethics, and positionality related to practicum/internship experience
- Developing professional goals and the importance of reflective practice
- Evaluating skills gained and assessing skills to be further worked on
- Reflecting on practicum/internship, post-experience debriefing



## MEMO

**To:** David Johnston, Registrar and Associate Vice-President, Enrolment Management  
**From:** Yalda Ahmadi, Associate Director, Marketing and Applicant Relations  
**CC:** David McGuire, Associate Vice President, International  
**Date:** 2025-07-15  
**Re:** Recommendation to Recognize IELTS One Skill Retake (OSR) for International Admissions

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### Recommendation

UFV International recommends that the University of the Fraser Valley formally recognize IELTS One Skill Retake (OSR) as part of the international admission application process. This option enables candidates to retake a single skill—Listening, Reading, Writing, or Speaking—without repeating the full test. It offers greater flexibility and significantly reduces financial burden.

We suggest adopting OSR on an interim basis, similar to the Duolingo English Test (DET), with re-evaluation aligned to the implementation of the updated English Language Policy.

### Background

More than 80 Canadian universities and colleges already accept OSR, according to the official IELTS Canada [recognition list](#). By recognizing this option, UFV positions itself competitively among peer institutions and improves applicant accessibility.

Notable institutions in British Columbia currently accepting OSR include:

- Simon Fraser University
- Thompson Rivers University
- University of Victoria - Graduate, Undergraduate Admissions & Records
- Vancouver Island University
- Langara College
- Justice Institute of British Columbia
- Kwantlen Polytechnic University
- Capilano University

A few others worth mentioning are:

- BC Ministry of Education Teacher Regulation Branch
- Government of Yukon, Department of Education
- British Columbia College of Nurses and Midwives (BCCNM)
- Brock University

- McMaster University
- Canada Border Services Agency, Emerson

The **IELTS One Skill Retake (OSR)** certificate is called a **Test Report Form (TRF)** - just like the original IELTS certificate—but with a few key differences that make it clear it's a retake according to IELTS Canada

**Comparison of Test Report Forms (TRF)**

| Feature           | IELTS One Skill Retake TRF                                  | Original IELTS TRF                                 |
|-------------------|-------------------------------------------------------------|----------------------------------------------------|
| Retake            | One selected skill only                                     | All four skills taken together                     |
| Results Displayed | Updated score for one skill; original scores for the others | Scores for all four skills from the same test date |
| CEFR Level        | Displayed                                                   | Not applicable                                     |
| Labeling          | Clearly marked “One Skill Retake”                           | Standard IELTS labeling                            |
| Validity          | Both TRFs are valid; candidates choose which to use         | Default TRF unless OSR is selected                 |

See Exhibit A for a sample.

Exhibit A

**IELTS™**  
**Test Report Form**

**NOTE** This Test Report Form includes the result of a Writing retake. Please see the Administrator Comments below for further information.  
Admission to undergraduate and post graduate courses should be based on the ACADEMIC Reading and Writing Modules.  
GENERAL TRAINING Reading and Writing Modules are **not** designed to test the full range of language skills required for academic purposes.  
It is recommended that the candidate's language abilities indicated in this Test Report Form be re-assessed **after two years** from the date of the test.

Centre Number AU000 Date 01/FEB/2023 Candidate Number 000001

**Candidate Details**

Family Name DOE  
First Name(s) JANE  
Candidate ID A123456789

Date of Birth 01/01/1995 Sex (M/F) F Scheme Code Private Candidate  
Country or Region of Origin  
Country of Nationality AUSTRALIA  
First Language EXAMPLE

**Test Results**

Listening 8.0 Reading 9.0 **Writing Retake 8.0** Speaking 8.0 Overall Band Score 8.0 CEFR Level C1

**Administrator Comments**

The Writing score above is from a One Skill Retake. The Test Report Form Number of the original result is 99AU000009EXPA000G. The One Skill Retake was taken at Centre Number AU000, as Candidate Number 000000, on Test Date 1 March 2023. (The test date and details above are from the original test).

Centre stamp Validation stamp

Administrator's Signature  
Date 03/03/2023 Test Report Form Number 99AU000009DOEJ000G

The validity of this IELTS Test Report Form can be verified online by recognising organisations at <http://ielts.ucles.org.uk>