



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
October 2, 2026 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 7      **2.1. UEC draft minutes: September 3, 2026**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Adult Education**

8 - 13      **3.1.1. ADED 302:** New course, *Disability Justice and Adult Education*

MOTION: To approve the new ADED 302 course outline as presented.

**3.2 Biology**

14 -  
17      **3.2.1. BIO 407:** Review with changes

MOTION: To approve the BIO 407 course outline as presented.

**3.3 Business**

18 -  
26      **3.3.1. BUS 350:** Review with changes including prerequisites

MOTION: To approve the BUS 350 course outline as presented.

**3.4 Culture, Media, and Society**

27 -  
32      **3.4.1. MACS 352:** New course, *Race and Media*

MOTION: To approve the new MACS 352 course outline as presented.

**3.5 English**

33 -      **3.5.1. ENGL 210:** Review with changes

Page  
50

**ENGL 312:** Review with changes including title  
**ENGL 376:** Review with changes including title  
**ENGL 386:** Review with changes

MOTION: To approve the ENGL course outlines as presented.

51 -  
54

**3.5.2. ENGL 308:** Discontinuation  
**ENGL 364:** Discontinuation

MOTION: To discontinue ENGL 308 and ENGL 364.

55 -  
66

**3.5.3. English Honours:** Changes to program requirements  
**English major:** Changes to program requirements  
**English minor:** Changes to program requirements

MOTION: To approve the changes to the English Honours, major, and minor as presented, effective September 2027.

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

##### **4.1. Official course outline for CCMS**

67

##### **4.2. Framing concept proposal for direct admission to majors**

MOTION: That UEC approve the proposal to allow for direct entry to majors, in degrees that have majors.

68

##### **4.3. Framing concept proposal for limitation on admission to programs**

MOTION: That UEC approve allowing programs to develop limited competitive admission criteria to be applied when it is determined that there is more applicant demand than seats available for registered students.

69 -  
74

##### **4.4. UEC Subcommittee Terms of Reference:**

- Policy Subcommittee
- Transfer Credit Subcommittee
- Admissions Subcommittee

MOTION: To approve the UEC Policy Subcommittee Terms of Reference as presented.

MOTION: To approve the UEC Transfer Credit Subcommittee Terms of Reference as presented.

MOTION: To approve the UEC Admissions Subcommittee Terms of Reference as presented.

##### **4.5. Policy Subcommittee report**

##### **4.6. APPC report**

Page

**4.7. Senate report**

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

**5. INFORMATION ITEMS**

**5.1. Program suspensions and discontinuations**

**6. ADJOURNMENT**



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

September 3, 2026  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Michael Anaba, Raji Balagopal, Chris Campbell, Donna Derksen, Desmond Devnich, Gurbeer Dhillon, Vlad Dvoracek, Joy Enyinnaya, Samantha Hannah, David Johnston, Selena Karli, Dana Landry, Amanda McCormick, David McGuire, Trevor Murray, Renee Prasad, Cindy Schultz, Awneet Sivia, and Holly Zonneveld

**ABSENT:** Donna Alary, Shirley Hardman, Bobby Jaswal, Amber Johnston, Allyson Jule, Carolyn MacLaren, Lisa McMartin, and Sylvie Murray

**GUESTS:** Melvin Akinbule, Avril Alfred, Wendy Fajloun, Geetanjali Gill, Navneet Jhangra, Tara Kaszonyi, Simon Lambek, Delinah Marples, Maggie Meyers, Christine Nehring, Joanne Robertson, Carol Suhr, Victoria Surtees, Leanne Woelke, Tannaz Zargarian

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: June 19, 2026**

##### **MOTION:**

To approve the draft minutes as presented.

**CARRIED**

#### **3. TERMS OF REFERENCE**

##### **3.1. UEC Terms of Reference**

The Terms of Reference were reviewed. Changes that the committee recommended in June have been forwarded to the Senate Governance Committee and are pending Senate approval.

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

##### **4.1. Business**

##### **4.1.1. BUS 324: Review with changes**

**BUS 418: Review with changes including prerequisites**

**BUS 457: Review with changes including prerequisites**

##### **MOTION:**

To approve the BUS course outlines as amended:

- BUS 418 evaluation: project changed to 30%; holistic assessment removed

- BUS 457: Typical methods changed from "actively participate in case preparations and in-class discussions" to "actively participate in case study work"

CARRIED

#### **4.2. Communication**

##### **4.2.1. CMNS 385/ENGL 385: Review with changes**

It was suggested that Communication and English consider adding "identity" to learning outcome #2. This will be discussed for future revisions.

**MOTION:**

To approve the CMNS 385/ENGL 385 course outline as presented.  
CARRIED

#### **4.3. Global Development Studies**

##### **4.3.1. GDS 210: Discontinuation**

**MOTION:**

To discontinue GDS 210.  
CARRIED

##### **4.3.1. GDS 260: Review with changes**

**MOTION:**

To approve the GDS 260 course outline as presented.  
CARRIED

#### **4.4. Political Science**

##### **4.4.1. POSC 120: Changes including title**

**MOTION:**

To approve the POSC 120 course outline as amended:

- Learning outcome #6 changed to "Demonstrate critical thinking..."
- Learning outcome #8 removed

CARRIED

#### **4.5. Adult Education**

##### **4.5.1. English Language Learner Teacher Leadership post-baccalaureate certificate: New program**

The entrance requirements currently include both "evidence of teacher certification" and "eligible for teacher certification", but only the latter is needed. It was also noted that two different sections of the proposal disagree on student loan eligibility. PDQA will ensure the proposal is updated as it goes forward to the next stages of the approval process.

**MOTION:**

To recommend approval of the English Language Learner (ELL) Teacher Leadership post-baccalaureate certificate.

CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS****5.1. Curriculum and Calendar Management System (CCMS)****5.1.1. Expected timeline**

Registrar David Johnston reviewed the projected timeline for the new system, Coursedog, which is expected to go live in late March 2027.

**5.1.2. Review of official undergraduate course outline form**

Building the official course outline form in the CCMS provides an opportunity to consider what information is and is not necessary.

Discussion included the following:

- Delivery mode, expected frequency, and maximum enrolment are administrative and are likely not needed in this context. Maximum enrolment may require further discussion.
- Transfer credit is also administrative and could be dealt with outside of the course form.
- Learning outcomes are critical and must remain, but reference to Bloom's taxonomy should be updated to "appropriate nomenclature and taxonomy". A direct link to [A Guide to Learning at UFV](#) should also be included.
- The evaluation section should remain in a similar format to the current course outline form.
- Texts/resources vary by instructor, but this section has value for UFV faculty and for transfer credit articulation. This is also an area where Indigenization can be reflected.
- Course content and topics are useful, but this section could be approached in a more consistent way. It may be helpful to specify that this is "sample" course content and not a syllabus.
- An expedited process to change prerequisites and/or other specific information could be considered.
- Memo questions regarding the use of AI tools should be further discussed. This could be rephrased to refer to UFV guidelines and citation protocol, with a request that prompts be provided if AI has been used in course development.

**5.2. Policy Subcommittee report**

There was no report.

**6. INFORMATION ITEMS****6.1. 2026/27 UEC membership**

**6.2. [2026/27 UEC meeting schedule](#)**

**6.3. Standing Committees of Senate Resources**

**6.4. Additional UEC Resources**

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

**6.5. Program suspensions and discontinuations**

- English extended minor: discontinuation

**MOTION:**

- English extended minor: discontinuation

**6.6. UEC Subcommittees**

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

**7. ADJOURNMENT**

The meeting was adjourned at 12:00 pm.

**Memo for New Course**

To: FECHD

From: Amea Wilbur Department Head Adult Education

Date: April 10, 2026

Subject: Proposal for new course **ADED 302 Disability Justice and Adult Education**

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

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

This course responds to a critical gap in the Adult Education BA program and the Equity Certificate by centering disability justice as a foundational lens for understanding adult learning, social inequities, and transformative practice. While existing courses address diversity, inclusion, and social justice, disability is often underrepresented or approached through individualized or medicalized frameworks. This course advances a critical, relational, and decolonial understanding of disability as socially produced and politically situated within systems of power.

Within the Adult Education BA program, this course complements existing offerings by equipping students with the theoretical and practical tools to critically examine how adult learning environments can reproduce or disrupt ableism and exclusion. It aligns with program goals that emphasize decolonization, social justice, and community-engaged practice. By integrating disability justice frameworks, students will be better prepared to design equitable and fair learning environments that respond to the diverse needs of adult learners across contexts.

For the Equity Certificate, this course strengthens the curriculum by explicitly addressing disability as an essential dimension of equity and intersectionality. It deepens students' understanding of how disability intersects with race, gender, class, colonialism, and other systems of oppression, thereby supporting a more comprehensive and nuanced approach to equity work. The course also emphasizes praxis, encouraging students to move beyond theoretical knowledge toward actionable strategies that promote accessibility, inclusion, and systemic change.

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 of *Disability Justice and Adult Education* align strongly with the broader program outcomes by integrating critical theory, applied practice, and equity-centered approaches to adult learning. The course advances students' understanding of adult learning theories and perspectives (Outcome 1) through engagement with critical disability studies, intersectionality, and decolonial frameworks. It supports the development of instructional design, curriculum development, and facilitation skills (Outcomes 2, 4, 5) by requiring students to design inclusive, accessible, and transformative learning environments grounded in disability justice.

The course also enhances digital and technological literacy (Outcome 3) and program planning through multimodal and community-based assignments such as the Photovoice project. It situates adult education within broader historical and social contexts (Outcome 6) by examining disability in relation to colonialism, capitalism, and systems of power. Through engagement with research and theory (Outcome 7), students apply evidence-based and critical practices to real-world contexts.

Importantly, the course centers social change (Outcome 8) by positioning disability justice as a transformative framework for adult education. It directly addresses equity-centered and culturally responsive teaching (Outcome 9) and integrates participatory, community-based, and Indigenized practices (Outcome 10). Reflective components support lifelong learning and wellbeing (Outcome 11), while applied projects encourage students to build professional competencies and practices relevant to their future roles (Outcome 12).

The learning outcomes of *Disability Justice and Adult Education* align closely with UFV's Institutional Learning Outcomes, which aim to equip graduates with transferable abilities that integrate learning across disciplines and support application beyond university contexts.

### **Reflect – Engage in Reflection for Action**

Course activities such as critical reflection, photovoice, and case analysis support students in examining their positionality, values, and assumptions. Students engage in self-directed learning, incorporate feedback, and develop a commitment to ongoing personal and professional growth, reflecting UFV's emphasis on lifelong learning and reflective practice.

### **Advocate for Equity, Diversity, and Inclusion**

The course centers disability justice and decolonization, enabling students to recognize how systems create inequities and barriers. Students develop applied strategies to design equitable adult learning environments and advocate for justice-oriented practices, aligning with UFV's goal of preparing learners to promote positive social change and inclusive communities.

### **Engage with Indigenous Knowledge Systems**

Through a decolonial approach, students critically examine dominant Western frameworks and engage with Indigenous perspectives on community, Responsibility, Reciprocity, Respect, Relationality, embodiment, and care. This reflects UFV's commitment to Indigenization, which emphasizes integrating Indigenous knowledge systems and challenging colonial assumptions in education.

### **Lead Collaboratively**

Collaborative projects and discussions foster trust, shared learning, and collective problem-solving. Students learn to value diverse perspectives and co-create inclusive solutions, supporting UFV's focus on collaborative leadership and community engagement as key graduate attributes.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? – No, it will not be required, and there will be no impact to other programs.
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 \(UNDRIP\)](#).

This course contributes to Indigenizing Our Academy by embedding Indigenous perspectives, relational ways of knowing, and decolonial critique into curriculum, pedagogy, and assessment. In alignment with “Indigenizing Our Academy”, the course integrates topics such as disability and colonialism, relational understandings of body/mind, and Indigenous approaches to community and care. Assignments like the Photovoice project engage students in place-based, reflective learning that centers land and lived experience, while encouraging critical examination of colonial structures shaping disability and access. The course also incorporates Indigenous scholarship, storytelling, and dialogical learning approaches, moving beyond Western frameworks. Collectively, these strategies support reconciliation by fostering respect for Indigenous knowledge, promoting relational accountability, and preparing students to create inclusive, community-responsive adult education practices.

This course aligns with UFV’s Integrated Strategic Plan (íyáqáwtxw: House of Transformation) by advancing priorities of engaging learners, removing barriers, fostering inclusion, and strengthening community connections.

- The *Activism Photovoice Project* supports ISP goals of community engagement by requiring students to examine disability, access, and inequity within local contexts, producing knowledge that connects learning to real-world community issues. This reflects UFV’s emphasis on community-engaged learning and applied research.
  - Course topics such as *disability and colonialism*, *intersectionality*, and *spatial justice* align with ISP priorities to promote Indigenization, anti-oppression, and decolonial dialogue within educational spaces. These topics prepare students to understand systemic barriers and contribute to more equitable communities.
  - The course uses dialogical, experiential, and reflective pedagogies (e.g., discussions, case studies, and collaborative learning), supporting ISP commitments to “student-ready” approaches that reduce barriers and increase access across diverse learners.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course reflects UFV's Equity, Diversity, and Inclusion (EDI) Action Plan by embedding equity-focused content, inclusive pedagogies, and accessible assessment practices throughout its design. It critically examines disability as shaped by intersecting systems of power, including race, class, colonialism, and ableism, aligning with UFV's commitment to addressing systemic barriers and advancing social justice. The course centers marginalized voices and lived experiences, particularly through the principle of "nothing about us without us," ensuring that knowledge is not solely produced through dominant frameworks. Assignments such as the Activism Photovoice Project, case studies, and reflective analyses offer multiple ways of engaging and demonstrating learning, supporting accessibility and reducing barriers for diverse learners. Curriculum delivery emphasizes dialogical, student-centered, and experiential learning approaches that foster inclusive participation and critical engagement with issues of power, privilege, and oppression.

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: January 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2032  
 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 302                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Disability Justice and Adult Education<br><b>Course Short Title:</b> Disability Justice & Adult Ed                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><br>Engages in contemporary disability theory, culture, and social movements, learning through a decolonial lens. Students examine disability as a socially produced and politically situated relation shaped by power, social control, and ableism. Disability is positioned as relational and co-constituted through history, place, and intersecting systems of race, class, citizenship, and other axes of power, challenging individual and medicalized understandings within adult education contexts. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>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> (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> April 15, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> June 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 2, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Articulate a critical understanding of key theories, debates, and methodologies in critical disability studies in relation to adults.
2. Analyze disability as a socially constructed and politically situated phenomenon shaped by power relations.
3. Examine how disability intersects with race, gender, colonialism, and other systems of oppression.
4. Reflect on Indigenous and other alternative perspectives and language used around gifts and (dis)abilities in adult education.
5. Critically engage with dominant narratives of normalization, ableism, and medicalization.
6. Apply disability justice, intersectional, and decolonial frameworks to adult education contexts.
7. Design inclusive, accessible, and transformative adult learning environments grounded in critical praxis.
8. Reflect on their positionality as adult educators.
9. Demonstrate a practice grounded in an understanding of “nothing about us without us”.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 30% | Holistic assessment: | 35% | % |
| Project:     | 35% |                      | %   | % |

## Details:

Book/documentary analysis (30%), activism photovoice project (35%), case study (20%), in-class activity (15%).

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

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

Readings, lectures, class discussions, 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. Book  | Clare, Eli            | <i>Brilliant Imperfection: Grappling with Cure</i> . Duke University Press.<br><a href="https://doi.org/10.2307/j.ctv1168bcj">https://doi.org/10.2307/j.ctv1168bcj</a> | 2017 |
| 2. Book  | Dan Goodley           | <i>Disability Studies: An Interdisciplinary Introduction</i> Sage Publications (Third Edition)                                                                         | 2024 |
| 3. Video | New Day Film          | <a href="#">FIXED: The science/fiction of human enhancement</a> New Day Films – <a href="#">Disability – Sociology</a> [Video]. Youtube.                               | 2017 |
| 4. Other | Wong, A.              | <a href="#">Cyborgs (No. 66) [Audio podcast episode]</a> . In Disability Visibility Project. Disability Visibility Project.                                            | 2019 |
| 5.       |                       |                                                                                                                                                                        |      |

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

## Course Content and Topics

Week 1 – Introduction: Critical disability studies in adult education  
 Week 2 – Intersectionality, borderlands, and adult learners  
 Week 3 – Feminist and queer crip pedagogies  
 Week 4 – Body/mind: Embodiment and becoming  
 Week 5 – Body/mind: Embodiment, madness, neurodivergence  
 Week 6 – Disability, capitalism, and lived experiences  
 Week 7 – Disability, colonialism, and adult education  
 Week 8 – Disability, technology, and power  
 Week 9 – Disability and spatial justice  
 Week 10 – Care, labor, and survival and adult learning  
 Week 11 – Disability justice and activism  
 Week 12 – Designing disability justice pedagogy  
 Week 13 – Reimagining disability in adult education

**Memo for Course Changes**

To: Faculty of Science Curriculum Committee, Science Faculty Council, and UEC Chair

From: Biology Department Head

Date: February 13, 2026

**Subject: Proposal for revision of Applied Biotechnology (BIO 407)**

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

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

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

2. Rationale for change:

**The course outline is currently undergoing a six-year review to better align with the new Institutional Learning Outcomes (ILOs) at UFV, which has been implemented since July 1, 2024. The calendar description has been updated to remove a note indicating that BIO 405 is an equivalent course, as it has not been offered since 2009. Additionally, the course content has been revised to reflect modern advancements and applications in biotechnology and now covers a broader range of applications. To enhance the course delivery, guest lecturers from various sectors of biotechnology has been considered, offering real-world insights into the field.**

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

**There is no substantial change to the learning outcomes; however, there is a slight change in the wording of outcome 4 and the addition of the food industry section as a separate topic, which was previously offered under consumer goods. This change reflects the prominence of the food industry, particularly food processing and agrifood innovation, in the Fraser Valley's economy, and creates a valuable opportunity to invite Indigenous voices from local industry into our classes.**

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

**This course carries 3 credits and contributes to the 24 upper-level (300 or higher) credits needed for a Bachelor of Science (B.Sc.) in Biology at UFV. Additionally, it can serve as an upper-level elective (300 or higher) for students majoring in Biochemistry.**

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

**Department of Biology**

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

**This biotechnology course supports Indigenizing Our Academy through place-based content, ethical reflection, and inclusive curriculum delivery. Course topics emphasize biotechnology applications relevant to the Fraser Valley (e.g., food systems, agriculture, and environmental sustainability), creating opportunities to acknowledge Indigenous relationships to land and resource stewardship. Assignments require students to consider ethical, social, and community impacts of biotechnological practices, aligning with the TRC Calls to Action. Where appropriate, Indigenous perspectives are incorporated through local case studies or guest contributions, supporting UFV's Fulfilling Our Commitment to Aboriginal Peoples policy.**

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

**This course reflects EDI through inclusive syllabus design, accessible learning materials and learning formats, including audio-visual presentations and photographs, drawings, and real voices from different sectors of industry. The course does not require a mandatory textbook, reducing financial barriers, and instead uses curated open-access and instructor-provided resources. Learning activities emphasize collaborative and group-based learning, supporting peer engagement and diverse ways of knowing. Assessments include a combination of individual and group work, as well as exams designed to evaluate conceptual understanding rather than only memorization, ensuring equitable opportunities for students with diverse learning styles and backgrounds.**

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

**This course is recommended to be offered every other year, as it is an elective with a maximum class size of 36 students.**

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

**No cost**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2032  
 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> BIO 407                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Applied Biotechnology<br><b>Course Short Title:</b> Applied Biotechnology                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the principles, applications, and impacts of biotechnology incorporating concepts from genetics, biochemistry, microbiology, and molecular biology. Students evaluate biotechnological approaches in medicine, industry, food, the environment, and agriculture, critically analyzing their applications, limitations, benefits, ethical implications, and diverse perspectives, including Indigenous knowledge. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | BIO 201 and BIO 220. BIO 320 is recommended.                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>BIO 405</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</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>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: <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> Feb 13, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> April 2026                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 2, 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. Explain the theoretical basis of each of the various technologies.
2. Assess the applicability and limitations of biotechnologies in addressing real-world challenges, and develop strategies to mitigate their limitations.
3. Analyze the benefits of biotechnology and the potential problems associated with the application of each of these techniques in areas such as medicine, consumer goods, the food industry, environmental protection, and agriculture.
4. Engage with diverse speakers, including Indigenous knowledge holders and biotechnology professionals across local sectors, to understand how Indigenization informs ethical practice, scientific innovation, and culturally respectful approaches in biotechnology.
5. Critically review the most recent scientific literature on this topic.

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

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

**Details:**

Assignments (25% total) include reflective assignments (2%), group problem analysis (5%), literature review and research compilation (8%), and peer teaching lecture (10%). Quizzes (10%) and midterm (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.)*

Lectures, guest lecturers, in-class discussions, and student presentations.

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

| Type        | Author or description                                                                     | Title and publication/access details          | Year    |
|-------------|-------------------------------------------------------------------------------------------|-----------------------------------------------|---------|
| 1. Textbook | Michael T. Madigan, Kelly S. Bender, Daniel H. Buckley, W Matthew Sattley, David A. Stahl | Brock Biology of Microorganisms, 16th edition | Current |
| 2. Textbook | Martin R Adams, Maurice O Moss                                                            | Food Microbiology                             | Current |
| 3. Journal  | Up-to-date, peer-reviewed journal articles.                                               |                                               | Current |
| 4.          |                                                                                           |                                               |         |

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

Material will be drawn from a number of sources, including texts, journal articles, and government publications.

**Course Content and Topics**

Introduction to biotechnology and industrial microbiology  
 Food microbiology  
 Food spoilage and food preservation  
 Principles of fermentation  
 Fermented foods and lactic acid bacteria  
 Yeast and fermentation products  
 Introduction to the fundamentals of the wine industry  
 Water and wastewater treatment  
 Biomining  
 Bioremediation  
 Biotechnology and synthetic biology  
 Tools for genetic engineering  
 Applications of synthetic biology  
 Medical biotechnology  
 Engineered vaccines and therapeutic agents  
 Protein and lipid biotechnology  
 Petroleum biotechnology  
 Microbial renewable energy  
 Plant biotechnology  
 Biotechnology in agriculture  
 Biotechnology of built environments

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Gerry Palmer, Saeed Rahman, Sara Babaei

Date: April 23, 2026

**Subject: Proposal for revision of BUS 350 – Operations Management**

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

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

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

2. Rationale for change:

*The OCO for BUS 350 has been revised as part of its six-year review cycle to update course content, improve alignment with BBA program learning outcomes, and reduce conceptual overlap with BUS 353 (Business Process Management).*

*In the previous version of BUS 350, there was significant emphasis on business process analysis, including topics such as process flow analysis, bottleneck identification, variability in processes, and operational performance evaluation. These topics overlap with BUS 353, where students develop a structured approach to analyzing, measuring, and improving business processes using formal methodologies, performance indicators, and modeling tools.*

*To address this overlap, BUS 350 has been revised to:*

- *Reduce emphasis on detailed business process analysis and process improvement frameworks*
- *Strengthen focus on core operations management decision areas, including forecasting, capacity planning, inventory management, and operational trade-offs*
- *Reposition process-related content to support operational decision-making rather than detailed process modeling and evaluation*

*These changes clarify the distinction between the two courses:*

- *BUS 350 focuses on operational decision-making using quantitative models and managerial frameworks*
- *BUS 353 focuses on process modeling, performance measurement, and structured process improvement*

*This revision improves curriculum coherence and ensures that students gain complementary knowledge and skills across the two courses without unnecessary duplication.*

*In addition, the prerequisite structure has been updated to better align with student preparation and program pathways. The statistics prerequisite has been revised from STAT 106 to STAT 106 or STAT 104, recognizing that both courses provide the foundational statistical concepts required for BUS 350. This change is expected to reduce the number of prerequisite waivers and streamline advising processes. The previous mathematics (MATH 111 or MATH 141) requirement has also been removed, as advances in teaching tools and instructional approaches enable students to engage effectively with course material without requiring prior calculus-based coursework.*

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 continue to align with the BBA program and UFV Institutional Learning Outcomes.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No effect.*
5. Which program areas have been consulted about the change(s)?

*Area of Management and Curriculum Committee, which includes all representation from all areas of School of Business.*

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 \(UNDRIP\)](#).

*BUS 350 contributes to Indigenizing Our Academy primarily through its emphasis on responsible operations, sustainability, and community-oriented decision-making, as reflected in both the learning outcomes and course content.*

*Specifically, Learning Outcome 7 requires students to "assess operational decisions in relation to community relationships, long-term sustainability, and responsible resource use". This outcome encourages students to consider broader social, environmental, and relational impacts when making operational decisions, aligning with Indigenous perspectives on interconnectedness, stewardship, and long-term thinking.*

*These themes are reinforced in Module Seven: Supply Chain Coordination and Responsible Operations, which includes topics such as sustainability, community relationships, and responsible resource use in supply chains. This module provides a platform to incorporate Indigenous perspectives on land, resource use, and community well-being.*

*In terms of curriculum delivery and assessment, students will engage in case-based discussions, simulation activities, and applied assignments that incorporate Indigenous communities, local contexts, and resource-based industries. The inclusion of the Beer Game simulation provides an interactive, team-based learning experience where students explore supply chain dynamics, coordination challenges, and the impact of individual decisions on system-wide performance. These activities support collaborative and relational learning by emphasizing communication, interdependence, and shared responsibility. Students will evaluate operational decisions not only in*

*terms of efficiency and cost, but also based on their broader impact on communities, relationships, and long-term sustainability. They will also be encouraged to reflect on multiple ways of knowing and decision-making to develop a more holistic understanding of socially and ethically responsible operations beyond purely economic considerations.*

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 principles through case-based learning that reflects diverse organizational, cultural, and operational contexts across manufacturing and service sectors. Learning outcomes require students to evaluate operational decisions in relation to community impact, sustainability, and responsible resource use, encouraging consideration of multiple stakeholder perspectives. Assignments emphasize applied analysis of real-world scenarios, making students to consider how operational decisions affect different groups, including workers, communities, and supply chain partners. Instructional methods encourage inclusive discussion and critical thinking, promoting student's awareness of broader social, ethical, and organizational implications in decision-making.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
- *Credit value: No change*
  - *Class size limit: No change*
  - *Frequency of offering: No change*
  - *Resources required (labs, equipment): No change*
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *A \$200 cost has been allocated for the official textbook, and any additional course materials assigned by the instructor should be freely accessible open-source resources.*

**From:** mathstat head <[mathstat.head@ufv.ca](mailto:mathstat.head@ufv.ca)>

**Subject:** RE: [CWC] BUS 350

Hi Amanda,

I don't often comment, but I do I have the following question related to the proposed BUS 350 changes:

It is concerning to see the MATH requirement from BUS 350 removed, particularly if the rationale is alluding to reliance on AI as a substitute for foundational mathematics knowledge. MATH 141 is a BBA requirement that can be completed in the first year of study. Why not continue to require it be completed before BUS 350?

Thanks,

Ben

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Ben Vanderlei

Department Head, Associate Professor

Department of Mathematics and Statistics

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**From:** Donna Derksen <[Donna.Derksen@ufv.ca](mailto:Donna.Derksen@ufv.ca)>

**Subject:** Re: [CWC] BUS 350

Hi Ben and Amanda,

Thank you for this question. We always appreciate thoughtful inquiries such as this. I checked with the Area Chair (Saeed Rahman - cc'd here), and he was able to provide the following:

*Thank you for raising this concern. We would like to clarify that the removal of the MATH 111/MATH 141 pre-req is not based on reliance on AI as a substitute for foundational math knowledge. AI was not part of the rationale for this proposed change (refer to the memo).*

*The rationale reflects a review of the math preparation actually required for students to succeed in BUS 350. While the course includes quantitative applications, prior calculus-based coursework is not necessary for students to engage successfully with the course learning outcomes and content. The revised prereq continues to require a statistics course (STAT 106 or STAT 104), which provides the quantitative foundation most directly relevant to BUS 350.*

*MATH 141 remains a requirement of the BBA program. The proposed change therefore does not remove math from the BBA; it simply removes the requirement that students complete*

*MATH 111 or MATH 141 before enrolling in BUS 350. This also provides greater flexibility in course sequencing while maintaining appropriate quantitative preparation for the course.*

Please reach out if you have any further questions.

Take care,

Donna

**Dr. Donna Derksen** (CPHR, MBA, PhD)  
Assistant Professor  
School of Business  
Human Resources and Organizational Studies

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**From:** mathstat head <[mathstat.head@ufv.ca](mailto:mathstat.head@ufv.ca)>

**Subject:** RE: [CWC] BUS 350

Hi Donna and Saeed,

Thank you for the response. I realize that the memo does not mention the use of AI explicitly. I am just cautious on this front.

If the course content does not require calculus concepts, I understand the motivation to remove the MATH 141 prerequisite. This still may not be in the best interest of all students. While flexible course sequencing offers convenience, it also allows students delay first-year math and stats requirements until the late in their program. These students not only miss the opportunity for making connections between math and stats and their own discipline, they may also find themselves at risk of failing due to the gap between their high school and university math courses. Failing a course near the end of a program often means extending the time to program completion. We hear from students in this position on a regular basis, which is another reason we advocate for building first-year math and stats requirements into upper-level course prerequisites. We feel that removing them is a change in the wrong direction.

Regards,

Ben

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Ben Vanderlei  
Department Head, Associate Professor  
Department of Mathematics and Statistics

**From:** Donna Derksen <Donna.Derksen@ufv.ca>

**Subject:** Re: [CWC] BUS 350

Thank you, Ben, for explaining your broader concern. We acknowledge the importance of students completing their quantitative requirements at an appropriate stage in the BBA.

Our proposed change is based on what students need to succeed in BUS 350. Since the course does not require calculus, we do not believe MATH 111 or MATH 141 needs to be a prerequisite. We are still requiring STAT 104 or STAT 106, as statistics is directly relevant to the course.

MATH 141 also remains a BBA requirement. We understand the concern that some students may delay taking it, but we see that as a broader program sequencing and advising issue. Our goal is to ensure that BUS 350 prerequisites reflect what students actually need for the course while providing greater flexibility in their course progression.

I think it would also be helpful to loop in our Director and academic advisors so they are aware of the broader implications you have raised. With a review of the BBA core coming up soon, this discussion could be useful as we look more broadly at how quantitative requirements are sequenced within the program.

Take care,

Donna

**Dr. Donna Derksen** (CPHR, MBA, PhD)

Assistant Professor

School of Business

Human Resources and Organizational Studies



ORIGINAL COURSE IMPLEMENTATION DATE: 1992/93  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2032  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: BUS 350                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Operations Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title: Operations Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Department (or program if no department): School of Business                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An organization's success depends on how effectively it plans, designs, and manages its operations. This course introduces the analytical and managerial tools used to support operational decision-making in manufacturing and service organizations. Topics include operations strategy, demand forecasting, capacity planning, inventory management, quality management, and supply chain coordination. Emphasis is placed on quantitative models and managerial frameworks used to support operational planning and improve organizational performance. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 45 university-level credits including STAT 104 or STAT 106                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>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>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Date of meeting: May 15, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: October 2, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

- LO 1. Explain the strategic role of operations management and its contribution to organizational performance.
- LO 2. Apply qualitative and quantitative forecasting methods to support operational planning decisions.
- LO 3. Justify capacity and operational planning decisions using analytical tools.
- LO 4. Implement quality management and data-driven methods to improve operational performance.
- LO 5. Analyze inventory management decisions using quantitative models.
- LO 6. Evaluate supply chain coordination challenges and propose strategies to improve system performance.
- LO 7. Assess operational decisions in relation to Indigenous perspectives such as community relationships, long-term sustainability, and responsible resource use.

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

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

**Details:** Students will complete four assignments that apply operations management concepts and analytical tools to operational planning, forecasting, capacity, quality, and inventory decisions. Student learning will also be assessed through one midterm exam and one comprehensive final exam covering key concepts from across the course.

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

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

Lectures, case studies, and in-class games.

**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 | Jacob, F., & Chase, R. | Operations and Supply Chain Management, McGraw-Hill | Current |
| 2. Other    | Case studies package   | Ivey Publishing/ Harvard Business Publishing        |         |
| 3.          |                        |                                                     |         |
| 4.          |                        |                                                     |         |
| 5.          |                        |                                                     |         |

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

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

**Course Content and Topics**

Module 1: Introduction to operations management and operations strategy (LO 1)

- Role of operations in organizations
- Operations strategy and competitive priorities (cost, quality, flexibility, delivery)
- Operations performance objectives
- Relationship between operations, supply chains, and organizational strategy

Module 2: Demand forecasting (LO 2)

- Role of forecasting in operations planning
- Qualitative forecasting methods
- Time series forecasting methods
- Forecast accuracy and error analysis
- Managerial use of forecasts in operational decision making

Assignment 1 (LO 1, LO 2)

Module 2: Capacity planning and operational decision making (LO 3)

- Capacity concepts and utilization
- Capacity planning and expansion strategies
- Capacity constraints and operational trade-offs
- Linking demand forecasts to capacity decisions

Module 4: Quality analytics and statistical process control (LO 4)

- Cost of quality and trade-offs between quality, cost, and operational performance

- Role of data in quality management and introduction to statistical quality control (SQC)
- Process variation (common vs. special causes) and use of control charts ( $\bar{X}$ , R, p-charts)
- Process capability analysis (Cp, Cpk) and interpretation relative to specifications
- Application of statistical tools and acceptance sampling to support process improvement decisions

Assignment 2 (LO 3, LO 4)

Midterm (LO 1-4)

Module 5: Inventory management (LO 5)

- Role of inventory in operations systems
- Economic Order Quantity (EOQ) model
- Reorder point systems and safety stock
- Inventory trade-offs and service level considerations

Assignment 3: Beer game simulation game (LO 1-4)

Module 6: Operational planning and integration (LO 3, LO 5)

- Aggregate planning concepts
- Operational trade-offs between capacity, inventory, and demand

Assignment 4 (LO 3, LO 5)

Module 7: Supply chain coordination and responsible operations (LO 6, LO 7)

- Supply chain coordination challenges
- Bullwhip effect
- Information sharing and coordination mechanisms
- Operational decisions and long-term sustainability
- Community relationships and responsible resource use in supply chains

Final exam (LO 1-7)

**Memo for New Course**

To: Associate Deans and CACC

From: Media and Communication Program Working Group

Date: May 10, 2026

**Subject: Proposal for new course MACS 352 – Race and Media**

*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):

*Media and Communication (MACS) is currently revising our minor and updating our curriculum, which will include three streams, one of which is Decolonization, Anti-racism, and Social Justice. MACS 352 will serve as a crucial addition to our upper-level courses in this stream and the revised minor as a whole, especially as many students struggle to make sense of, combat, and survive ever-increasing forms of implicit and explicit racism at both structural and individual levels.*

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 \(ILOs\)](#):

*MACS 352's learning outcomes were intentionally designed to align with all 10 newly revised minor learning outcomes and 7 of 8 relevant UFV institutional learning outcomes.*

| <b>Course Learning Outcomes</b>                                                                                                                                                                                                                                                 | <b>Revised MACS Minor LOs</b> | <b>Institutional LOs</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------|
| <i>Describe the impact of essentialist and anti-essentialist discourses and media representations of race in society both historically and in the present moment.</i>                                                                                                           | 1, 2, 4, 6, 7, 8, 10          | 1, 2, 3, 5, 7            |
| <i>Evaluate the theories, debates, and methods fundamental to an understanding of racialized representation, production, and consumption of media texts within the fields of critical media and cultural studies.</i>                                                           | 1, 2, 3, 4, 6, 7, 8, 10       | 1, 2, 3, 5, 7, 8         |
| <i>Apply the theories, debates, and methods fundamental to an understanding of racialized representation, production, and consumption of media texts to various media and industries, with special attention to meaning making, power, and racial inequality and injustice.</i> | 1, 2, 3, 4, 6, 7, 8, 9, 10    | 1, 2, 3, 5, 7, 8         |
| <i>Explain the everyday real-world consequences of whiteness, white supremacy, white privilege, and white fragility.</i>                                                                                                                                                        | 1, 2, 4, 6, 7, 8              | 1, 2, 3, 4, 5, 7, 8      |
| <i>Explain the everyday real-world consequences of explicit and inferential, as well as structural and individual, racism.</i>                                                                                                                                                  | 1, 2, 4, 6, 7, 8              | 1, 2, 3, 4, 5, 7, 8      |

|                                                                                                                                                                                                                     |                               |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|
| Analyze the racialized representation, production, and consumption of media texts and industries through critical race, decolonial, social justice, and intersectional lenses.                                      | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1, 2, 3, 5, 7, 8 |
| Assess the impact of racialized media representation, production, and consumption on our everyday lives and identities, including our understanding of ourselves, others, and the world, both locally and globally. | 1, 2, 3, 4, 5, 6, 7, 8, 9     | 1, 2, 3, 5, 7, 8 |
| Describe the impact and importance of how those racialized, including Indigenous peoples locally, resist structural and individual racism via self-representation and media making.                                 | 1, 2, 4, 5, 6, 7, 8           | 1, 2, 3, 5, 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?

No.

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

SCMS offers ANTH/SOC 270 - Dynamics of Racism in Canada, which is currently cross-listed with MACS. However, MACS revised minor requires our own upper-level course focused specifically on the relationship between race, racism, and media, which is contextualized within the fields of critical media studies and cultural studies. As such, we are working with Anthropology and Sociology not only to de-crosslist this course, but also to ensure that MACS 352 and ANTH/SOC 270 complement one another, even offering a bridge between related 200 and 300 level courses between programs.

SOCA also offers SOCA 301 – Race, Place, and Space: Creative Tools for Navigating Turbulent Times. As such, I have reached out to Shelley Liebembuk, Director of the School of Creative Arts, to consult. SCMS believes that MACS 352 and SOCA 301 are quite distinct in terms of their learning outcomes for students and field related approaches and practices yet complement each other nicely.

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 main goal of MACS 352 is to teach students how to critically analyze various media texts as key sites for the representation, production, and consumption of cultural signs and stories about race and ethnicity, both historically and in the present. This entails providing a critical understanding of

*the debates surrounding media's ideological representation of race through critical race, decolonial, social justice, and intersectional lenses.*

*Given settler colonialism's use of media to exclude and/or misrepresent the colonial 'other', MACS 352 will pay special attention to how Indigenous peoples, both locally and globally, have resisted structural and individual racism via self-representation and media making. When and where possible, Stó:lō Elders, Knowledge Keepers, and community members and/or Indigenous scholars, activists, and media makers/artists will be invited into our classroom.*

*Finally, decolonial theory and pedagogical approaches and Indigenous ways of knowing and being will inform all aspects of the course. Students will also have the option of undertaking their course project via non-traditional and creative means.*

*In doing so, MACS 352 will actively contribute to Indigenizing Our Academy, UFV's Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).*

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

*As all contemporary forms of racial inequality and exclusion are based in and continue to uphold colonial and racist knowledge systems and ways of understanding the world, MACS 352's active application of critical race theory, anti-racism practice, and decolonial thinking (theory) and doing (practice), directly advocates for equity, diversity, and inclusion via course content, assignment design and assessment, relationship building, and pedagogy.*

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.):

*Engaging with and applying critical race theory, anti-racist practice, and decolonial thinking and doing is very difficult and often bring up strong emotions and/or memories of lived experiences related to racial and intersectional inequality, injustice, and violence. Thus, MACS 352 must be deeply grounded in safety and care, as well as relationship, respect, responsibility, reciprocity, reflection, and relevance, and should be offered in person, rather than online. Creating a safe anti-racist, decolonial, and socially just space within the classroom not only demonstrates to students the imaginative possibilities of engaging with and applying critical race theory, anti-racism practice, and decolonial thinking and doing in solidarity with others, but also allows for the safest and most supportive space for all students to engage and learn regardless of their racial or ethnic identity and social position. Furthermore, in a time when many students are struggling to make sense of, combat, and survive ever-increasing forms of implicit and explicit racism often linked to contemporary genocide and fascism, this course should be offered at least once a year.*

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

*Every effort will be made to provide students with free access to required course textbook(s), readings, and media texts. For example, while two of the three suggested course books are available for free as eBooks via UFV library, I will also ask the library to purchase the third, The Race and*

Media Reader, *preferably as a multi-user access electronic version (if available)*. I will also upload additional readings, including journal articles, book chapters, and open educational resources, as well as links to publicly available media texts, to Brightspace.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2027  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2032  
 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> MACS 352                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Race and Media<br><b>Course Short Title:</b> Race & Media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores various media as key sites for the representation, production, and consumption of cultural signs and stories about race and ethnicity, both historically and in the present. Provides a critical understanding of the debates surrounding media's ideological representation of race through critical race, decolonial, social justice, and intersectional lenses. Special attention will be given to how those racialized, including Indigenous peoples locally, resist structural and individual racism via self-representation and media-making. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | 45 university-level credits including MACS 110 or MACS 130.                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <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> April 29, 2026                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 2, 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. Describe the impact of essentialist and anti-essentialist discourses and media representations of race in society both historically and in the present moment.
2. Evaluate the theories, debates, and methods fundamental to an understanding of racialized representation, production, and consumption of media texts within the fields of critical media and cultural studies.
3. Apply the theories, debates, and methods fundamental to an understanding of racialized representation, production, and consumption of media texts to various media and industries, with special attention to meaning making, power, and racial inequality and injustice.
4. Explain the everyday real-world consequences of whiteness, white supremacy, white privilege, and white fragility.
5. Reflect on the everyday real-world consequences of explicit and inferential, as well as structural and individual, racism.
6. Analyze the racialized representation, production, and consumption of media texts and industries through critical race, decolonial, social justice, and intersectional lenses.
7. Assess the impact of racialized media representation, production, and consumption on our everyday lives and identities, including our understanding of ourselves, others, and the world, both locally and globally.
8. Reflect on the impact and importance of how those racialized, including Indigenous peoples locally, resist structural and individual racism via self-representation and media-making.

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

|                      |     |              |     |          |     |
|----------------------|-----|--------------|-----|----------|-----|
| Holistic assessment: | 55% | Assignments: | 15% | Project: | 30% |
|                      | %   |              | %   |          | %   |

**Details:** In addition to participation, holistic assessments will include a variety of standard and creative in-class individual and group exercises. These may include, but are not limited to, small and large group discussions, debates or presentations/leaderships, applying course theories and methods to unique media texts, visual mapping, brainstorming, self-reflection, learning field-related research skills, etc. Other evaluations include a proposal for and submission of either a final academic paper or creative project.

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

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

Lectures; individual, class and/or small group discussions, exercises or presentations/leaderships; media viewings; guest lecturers.

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

| Type                    | Author or description                                                                    | Title and publication/access details                                              | Year |
|-------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------|
| 1. Book                 | Lori Kido Lopez                                                                          | <i>Race and Media: Critical Approaches</i>                                        | 2020 |
| 2. Book                 | Matthew W. Hughey and Emma González-Lesser, Editors                                      | <i>Racialized Media: The Design, Delivery, and Decoding of Race and Ethnicity</i> | 2020 |
| 3. Book                 | Gilbert B. Rodman, Editor                                                                | <i>The Race and Media Reader</i>                                                  | 2013 |
| 4. Journal              | Various articles from academic journals available through Brightspace and/or UFV Library |                                                                                   |      |
| 5. Indigenous knowledge | Various readings by Indigenous authors, as well as various Indigenous media texts        |                                                                                   |      |

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

**Course Content and Topics**

- Colonial othering, racial formations, and biological racism versus race as a social construct
- Historical and contemporary media negation, (mis)representation, and stereotyping of racialized individuals and communities
- Racial consciousness, identity, and the experience of everyday racism
- Whiteness, white supremacy, white privilege, possessive investment in whiteness, and white fragility
- 'Policing' Blackness and Black self-representation
- Colonialism and Indigenous liminality and Indigenous self-representation
- 'Bordering' Latinx bodies and Latinx self-representation
- Constructing the Arab and/or Muslim 'enemy' and Arab and/or Muslim self-representation
- Dialectic of the 'model minority' and the 'yellow peril' and 'East' Asian self-representation
- Multiple degrees of 'South' Asian representations and 'South' Asian self-representation
- Deeper reflections on intersectionality across race, gender, sexuality, (dis)ability, class, and other forms of socially constructed difference

**Memo for Course Changes**

To: CACC, chair

From: Heather McAlpine, English

Date: May 11, 2026

**Subject: Proposal for revision of ENGL 210**

*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 is overdue, and content was in need of Indigenization 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 \(ILOs\)](#):

| Program Outcomes                                                                                                           | Course Outcomes and/or Explanation                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors. | Outcomes 1 and 5 ask students to recognize the different ways that people have taken up the essay broadly, including through video and audio formats.                   |
| Appreciate cultural differences as represented in a range of indigenous, national, and transnational literatures           | Outcomes 2 and 5 address the ways that the essaying process is related to identity and community goals and practices. Outcome 5 explicitly requires Indigenous content. |
| Learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis             | Outcomes 5 and 6 ask students to identify, use and break with formal conventions, requiring formal analysis                                                             |
| Become adept at research and the handling of secondary sources                                                             | Outcome 3 lists researching as part of the essaying process                                                                                                             |

|                                                                                                                                    |                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments                           | This is perhaps most directly addressed in outcome 3, but I believe all the outcomes address this to an extent.                                                                      |
| Identify and practice the conventions and research methods of literary studies, and write in diverse genres for multiple audiences | This isn't an literary studies class, so I don't think that's an appropriate outcome for this class, but outcomes 1, 2, 5 and 6 address the need to compose for different audiences. |
| Lead class discussions, collaborate with peers, and participate in class formally and informally.                                  | Peer review is explicitly mentioned in outcome 3                                                                                                                                     |

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)?
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 \(UNDRIP\)](#).

I consulted with Leanne Joe for this revision, and as a result, added "storytelling" to outcome 1, and explicitly mention Indigenous content in outcome 5. Further, changing the word "context" to "community" in the course description and learning outcomes emphasizes the relational nature of essay writing, and applying a broad definition of the essay across various modes and media is an attempt to decenter literacy practices that privilege alphabetic text and text-based knowledge. I wrote outcome 2 with the FPPL in mind, especially the principle that "learning requires exploration of identity." Outcomes 2 and 4 are both reflection-based, based on the principle that "learning is reflective" and Leanne explicitly suggested the addition of outcome 4 so that students would not only be developing a process, but also reflecting on it and on others' processes to make it more relational. Holistic assessment is placed at 50% and the other 50% is a reflective portfolio.

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

Much of this was addressed in question 6, but additionally:

- Outcome 6 was revised to be less assimilationist. The previous outcome did not accommodate breaking with genre conventions, which is frequently a practice in activist essay writing, especially with regard to language choice and variation. I'm going to be explicit here and state that "accepted" genre conventions are white-coded, and explicitly so. This outcome now allows for strategic breaks with those conventions.
  - Portfolio assessment and self-assessment have long been DEI practices in Writing Studies courses, as they privilege process over product and a product orientation in text production courses always benefits majority cultures.
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):

It is possible to teach with course with zero cost.

**CWC comment and response:**

- It is unclear how much of the course is creation and how much is analysis. For example, the course content doesn't make clear whether students are writing the essays, analyzing them, or both.

*While the content section does simply list topics, we wonder if the course description and the learning outcomes make it clear enough that students are doing both? The course description highlights that students will "study and practice the creation of" of essays, and the learning outcomes centre both analyzing essays (2-reflect on the way creators use; 4-reflect on their own and others'; 5-identify the markers of genre) and writing essays themselves (1-produce effective non-fiction texts; 3-develop an essay creation process).*



ORIGINAL COURSE IMPLEMENTATION DATE: June 1977  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2032  
 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> ENGL 210                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> The Art of the Essay<br><b>Course Short Title:</b> The Art of the Essay                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students study and practice the creation of non-fiction genres, as employed in academic and non-academic communities, and in various modes and media.                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | One of the following: (two 100-level ENGL courses ENGL 105 or higher) or (B or better in ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <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> May 7, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 2, 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. Produce effective non-fiction texts, including storytelling, using primarily oral media such as audio, video, speech, adapted to various audiences, contexts, and community aims.
2. Reflect on the ways creators use the broadly defined category of "the essay" to engage with identity and to express personal and community values and goals.
3. Develop an essay creation process that includes proposing, researching, drafting, peer reviewing and revising.
4. Reflect on both their own and others' essay writing processes.
5. Identify the markers of genre in course texts, across different contexts and in various modes and media, including Indigenous content.
6. Articulate reasons for following or breaking with genre conventions in academic and non-academic settings.

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Portfolio:           | 50% | % | % |
| Holistic assessment: | 50% | % | % |

**Details:**

The portfolio includes samples of student work from over the course of the semester, including various types of essays and peer review. Holistic assessment might include reflective process letters, self-assessment memos, and other reflective accounts of the students' own learning over the course of the semester.

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

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

Lecture/discussion.

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

| Type   | Author or description                                                                                                                | Title and publication/access details           | Year |
|--------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------|
| 1. OER | Various essays available online, including video essays, photo essays, audio essays, etc. (see supplemental texts and resource form) |                                                |      |
| 2. OER | Clary-Lemon, et al                                                                                                                   | Try This: Research Methods for Writers         | 2022 |
| 3. OER | Archibald, Jo-ann                                                                                                                    | Indigenous Storywork – indigenousstorywork.com |      |
| 4.     |                                                                                                                                      |                                                |      |
| 5.     |                                                                                                                                      |                                                |      |

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

**Course Content and Topics**

- The essay as attempt
- Storywork as method
- Essays about the self: autobiography and autoethnography
  - Essays about the self in the popular press
  - Essays about the self in the academic press
  - Personal video essays
  - Personal audio essays
- Essays about the world: People(s), place(s), thing(s) and relations
  - Essays about the world in popular press
  - Essays about the world in academic press
  - Video essays about the world
  - Audio essays about the world
- Process: Peer review and revision
  - How to be an effective peer reviewer
  - How to take feedback
  - Developing a revision process

## Supplemental Texts and Resource Materials Form

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

|     | <u>Type*</u> | <u>Author or description</u>           | <u>Title and publication/access details</u>                       | <u>Year</u> |
|-----|--------------|----------------------------------------|-------------------------------------------------------------------|-------------|
| 1.  | OER          | Kinhead, Joyce                         | Writing the Self: Autobiography and Autoethnography               | 2022        |
| 2.  | OER          | Yoon, Vivian and National Public Radio | K-pop Dreaming, episodes 2 and 4                                  | 2023        |
| 3.  | OER          | Wang, Angy                             | In Search of Water-Boiled Fish                                    | 2018        |
| 4.  | OER          | Alexandre, Lily                        | The Trans Day of Vanishing                                        | 2025        |
| 5.  | OER          | Sacco, Joe                             | Bitumen or Bust                                                   | 2015        |
| 6.  | OER          | Cyca, Michelle                         | The Curious Case of Gina Adams: A "Pretendian" Investigation      | 2022        |
| 7.  | Book Chapter | Lo, Andrea and Luu, Valerie            | "Vancouver" in Chinatown Pretty: Chinatown's Most Stylish Seniors | 2020        |
| 8.  | OER          | Brown, Jheanelle                       | Too Much Emotional Trauma in my K-pop                             | unknown     |
| 9.  |              |                                        |                                                                   |             |
| 10. |              |                                        |                                                                   |             |
| 11. |              |                                        |                                                                   |             |
| 12. |              |                                        |                                                                   |             |
| 13. |              |                                        |                                                                   |             |
| 14. |              |                                        |                                                                   |             |
| 15. |              |                                        |                                                                   |             |
| 16. |              |                                        |                                                                   |             |
| 17. |              |                                        |                                                                   |             |
| 18. |              |                                        |                                                                   |             |
| 19. |              |                                        |                                                                   |             |
| 20. |              |                                        |                                                                   |             |
| 21. |              |                                        |                                                                   |             |
| 22. |              |                                        |                                                                   |             |
| 23. |              |                                        |                                                                   |             |
| 24. |              |                                        |                                                                   |             |
| 25. |              |                                        |                                                                   |             |
| 26. |              |                                        |                                                                   |             |
| 27. |              |                                        |                                                                   |             |
| 28. |              |                                        |                                                                   |             |
| 29. |              |                                        |                                                                   |             |
| 30. |              |                                        |                                                                   |             |

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

**Memo for Course Changes: English 312**

To: Chair, CACC

From: Heather McAlpine, English Department

Date: March 2, 2026

**Subject: Proposal for revision of English 312, Shakespeare**

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

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

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

2. Rationale for change: Six year review. Update learning outcomes and description for six-year review. Learning outcomes explicitly include addressing historical contexts including race, class, gender, and colonialism. They refer to "ethical" use of sources, rather than simply competence. They no longer specify the assignment of a sustained essay of 2,000 words in the learning outcomes, leaving open the possibility of other options for students to demonstrate their analytical insights and knowledge of course material. Change to the title is meant to reflect the updated approach to course material, which includes contemporary critical perspectives.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Shakespeare's works formed part of the colonial educational program in Canada and other British colonies and they were written in the late 16th and early 17th century, during the beginnings of English colonization of Turtle Island. Over centuries of continued performance, reading, adaptation, they have also been read and performed in ways that critique colonization. Speaking of *Death of a Chief*, a version of *Julius Caesar* that was directed by Indigenous theatre artist Yvette Nolan and Kennedy MacKinnon, Nolan said in an interview, "[MacKinnon and I] both believe that [Shakespeare] talks about things that reflect in almost everybody's communities, and that everyone should be able to say those words if they feel like it. He coined so many words that are in the English language and so many phrases. We all go around quoting him, fighting him all the time without knowing it. That's a pretty hefty influence on language. And language is power" (Interview with Sorouja Moll, 2006). Critically assessing Shakespeare's works can strengthen learners to situate themselves in history and empower them to create new work from their own perspectives.

In terms of content, instructors can draw on adaptations, rewritings, commentary, and scholarship on Shakespeare by Indigenous writers, or any scholarship that situates the work historically in relation to early histories of colonization.

In terms of pedagogy and assignments, the revised course outline removes the demand that analysis be demonstrated in "a sustained essay of at least 2000 words" allowing for other ways for students to demonstrate their insights. Students may work collaboratively on writing or projects, or show their analysis through creating their own adaptation.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The revised course outline includes in the learning outcomes attention to Shakespeare's language and current scholarly discussions addressing race, colonialism, and gender and sexuality.
  - The revised course outline removes the demand that analysis be demonstrated in "a sustained essay of at least 2000 words" allowing for other ways for students to demonstrate their insights. Student may work collaboratively on writing or projects, or show their analysis through creating their own adaptation.
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): \$90 for textbooks



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1994  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2032  
**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> ENGL 312                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Shakespeare Now<br><b>Course Short Title:</b> Shakespeare Now                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a selection of Shakespeare's plays, situating them within the complex cultural world that produced them, but also attending to their ongoing relevance for readers today. Using current critical approaches, we will explore why these plays continue to be performed, read, adapted, and critiqued.                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> October 2, 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. Analyze the language and structure of Shakespeare's plays.
2. Analyze performance decisions in relation to the texts of Shakespeare's plays, historical contexts, and current issues.
3. Apply knowledge of relevant early modern social and historical contexts to Shakespeare's plays.
4. Apply critical frames to literary analysis, including those addressing race, colonialism, class, gender and sexuality, and Indigenous perspectives.
5. Articulate reflective, analytical and critical responses to Shakespeare's plays.
6. Demonstrate proficiency in a range of genres appropriate to the discipline.
7. Make effective and ethical use of primary and secondary materials in MLA format.

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

|             |     |              |     |                      |     |
|-------------|-----|--------------|-----|----------------------|-----|
| Final exam: | 15% | Assignments: | 70% | Holistic assessment: | 15% |
|             | %   |              | %   |                      | %   |

**Details:**

Class presentation or written assignment: 20%

Short written assignment: 20%

Longer written assignment: 30%

Final exam: 15%

Holistic assessment (such as reflective journal entries, discussion posts, or other contributions to the learning environment): 15%

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

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

Lectures, discussion, presentations. Video and live performance will be used whenever suitable to lift the text from the page.

**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 | William Shakespeare   | The Folger Shakespeare (individual editions of plays)                                 | 2016 |
| 2. Book     | Cliff Cardinal        | <i>William Shakespeare's As You Like It: A Radical Retelling</i> , Playwrights Canada | 2022 |
| 3. Book     | Keith Hamilton Cobb   | <i>American Moor</i> , Bloomsbury Methuen                                             | 2020 |
| 4. Book     | Jessica B. Hill       | <i>The Dark Lady: Pandora, Two plays by Jessica B. Hill</i> , Playwrights Canada      | 2024 |
| 5.          |                       |                                                                                       |      |

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

**Course Content and Topics**

- Elizabethan comedy: play, gender, power, plus Shakespeare's place in the canon:
  - *A Midsummer Nights' Dream*
  - Jessica B. Hill, *The Dark Lady*
  - *As You Like It*
  - Cliff Cardinal. *William Shakespeare's As You Like It: A Radical Retelling*
- Race and performance:
  - *Hamlet*
  - Ian Smith, chapter from *Black Shakespeare on Hamlet*
  - *Othello*
  - Keith Hamilton Cobb, *American Moor*
- Kings and Colonialism:
  - *Richard II, The Tempest*

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English

Date: May 11, 2026

**Subject: Proposal for revision of English 376 Rhetoric: A Historical Survey**

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

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

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

2. Rationale for change:

The course is due for six-year review, and the current version is based on a Eurocentric understanding of rhetorical history. The new title removes emphasis from periodization which allows for approaches outside of modern Western ones. Learning outcomes place increased emphasis on holistic assessment and self-reflection. Course content now includes Indigenous rhetorics more comprehensively.

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

The changes to the outcomes are not substantial. They only widen the scope of material to be included in the curriculum.

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)?

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 \(UNDRIP\)](#).

Though the previous course outline included Indigenous material in course themes and materials, it was not explicitly referenced in the course description or outcomes. I have also removed tests in favor of reflective and holistic forms of assessment, such as reflective portfolio, peer review, self-assessment memos and the option for students to express themselves in various modes.

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

Portfolios have long been a DEI practice in Writing Studies, as they allow students to self-assess, center student reflection, and give students the opportunity to explain their thinking in making choices. They are especially conducive to DEI as they give students freedom to choose how they demonstrate their learning instead of restricting them to, for example, essay writing to white-coded linguistic standards. The course material expands beyond “the” Western rhetorical tradition, and removes the teleological understanding of that tradition, which necessarily excludes global and Indigenous rhetorical practices. The course themes are now listed thematically rather than chronologically, as periodization is itself a relic of colonial education systems. Even if we were to introduce cross-cultural material to the course, “the” Western tradition would still be centered if we kept chronological, periodized structure in place.

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):

The *Global Rhetorical Traditions* is \$71 for the ebook and \$85 for the paperback.

**CWC comment and response:**

- The revised title (Rhetoric: A Survey) and calendar description don’t seem to reflect the richness and complexity of the learning outcomes. Is there a different way this course could be described?

*This course sits in relationship with ENGL 374 (Rhetoric: Advanced Composition), and so we feel the need to keep the similar titles for clarity. ENGL 374 is a writing course, whereas ENGL 376 is a survey (theory) course. We also find that a simple and straightforward title helps when students don’t yet have a clear understanding of the terminology, which is often the case with rhetoric. We removed the “Historical” from the title to de-centre the colonial context in which rhetoric has often been taught.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2032  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: ENGL 376                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Rhetoric: A Survey<br>Course Short Title: Rhetoric: A Survey                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                      |           | Department/School: English                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores changes in rhetorical theory globally, from ancient times to the present by examining primary source documents in the context of present-day issues.                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                            |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                          |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>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>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <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>                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: May 7, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: October 2, 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. Analyze ideas about rhetoric from around the world and from ancient to current times.
2. Apply historical, global and Indigenous views of rhetoric to contemporary and local issues.
3. Engage the terminology of various schools of rhetoric in the development of their own ideas.
4. Compare perspectives on central rhetorical debates and concepts.
5. Situate themselves reflectively in relation to historical, global, local and Indigenous rhetorical traditions.
6. Reflect on the role of colonialism and racism in the suppression of various rhetorical traditions, and in the construction of the Western rhetorical canon.

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Holistic assessment: | 50% | % | % |
| Portfolio:           | 50% | % | % |

**Details:**

The portfolio includes samples of students' work from over the course of the semester, such as cooperative projects, multimodal arguments, comparative analysis, and literature reviews. Holistic assessment centres students' reflections on their own learning, such as self-assessment memos and journal 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.)*

Lecture/discussion.

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

| Type               | Author or description | Title and publication/access details           | Year         |
|--------------------|-----------------------|------------------------------------------------|--------------|
| 1. Book            | Wu et al              | Global Rhetorical Traditions                   | 2023         |
| 2. OER             | website               | Sylva Rhetorica: The Forest of Rhetoric        | 2016-present |
| 3. Book            | Gross, Lawrence       | Native American Rhetorics                      | 2021         |
| 4. Online resource | Archibald, Jo-ann     | Indigenous Storywork – indigenousstorywork.com | unknown      |
| 5.                 |                       |                                                |              |

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

None required.

**Course Content and Topics**

Units presented below are thematic rather than periodized, as periodization is part of the colonial tradition. Cultural and historical rhetorics, including Indigenous rhetorics, are distributed throughout the themes.

- Rhetoric as argumentation
- Rhetoric as means of identification (with others)
- Rhetoric as mode of understanding
- Rhetoric as relational
- Rhetoric as epistemic
- Material, object-oriented, and "posthuman" rhetorics

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English

Date: May 7, 2026

**Subject: Proposal for revision of ENGL 386 - Figurative Language**

*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**

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 \(ILOs\)](#):

Previous learning outcomes already emphasized how the course aligned with many ILOs (e.g. ILOs 1, 2, 3) by encouraging critical thinking, effective communication, and developing knowledge and research skills. These are still areas that are addressed by ENGL 386, but the new learning outcomes also clarify how the course also aligns with ILOs 5, 7 and 8. For instance, new course learning outcome #4 is focused on examining writing on figurative language from a diversity of cultural traditions and perspectives, including work by Indigenous authors and scholars on poetics, while new learning outcome 6 focuses on engaging in student-focused reflective practice. ILOs 5 and 7 are also reflected in the revised sample course schedule, which includes readings by Nisga'a poet Jordan Abel, Cree literary scholar Neal McLeod, and Stó:lō writer Lee Maracle, as well as work by early African-American abolitionist advocate Frederick Douglass, French feminist theorist Hélène Cixous, and postcolonial thinker Edward Said, with a view towards encouraging a more equitable, diverse, and decolonized view of poetic language in literature and culture.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by any program beyond the discipline
5. Which program areas have been consulted about the change(s)? No consultation required
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 updated version of ENGL 386 aligns more fully and explicitly with the university's commitment to Indigenizing the academy. The course description decenters a more traditional and Westernized intellectual focus by explicitly placing emphasis on considering a diversity of cultural perspectives on figurative language, and the revised learning outcomes also ensure that students will engage substantively with Indigenous writers and scholarship. In the revised sample course schedule, modules and readings are included that encourage Indigenization and the cultivation of more decolonized perspectives on the study and understanding of figures and tropes in literary studies, and in contemporary art and media more broadly. Learning outcomes and assessment methods that allow for self-reflection, for questioning as opposed to arguing, and for flexibility in how students meaningfully engage with course material also respond to many of the core values of UFV's Indigenizing Our Academy planning.

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

This version of ENGL 386 prioritizes diversity in a variety of ways. The revised course description and learning outcomes, for example, ensure course material reflects a diversity of cultural perspectives, including, but not limited to, the work of Indigenous writers. The sample course content includes the work of queer and BIPOC writers, and encourages consideration of how literary and non-literary uses of poetic techniques and common figures and tropes (metaphor, metonymy, etc.) are not ideologically neutral, and intersect with discourses of gender, race, class, sexuality and cultural identity. Principles of EDI are also reflected in flexible and diverse assignments representing a range of methods for students to engage with course material and demonstrate their learning. Individual instructors can make course materials even more accessible by making use of tools such as Ally and the Universal Design for Learning framework.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): 50\$



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2015  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2032  
**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> ENGL 386                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Figurative Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Figurative Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the wide influence of figurative language on rhetoric, literature, and culture through the study of diverse texts.                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <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> May 7, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 2, 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. Analyze the role of figurative language in the interpretation of texts.
2. Define major types and examples of figurative language, such as tropes and figures of speech.
3. Analyze the use of figures and tropes in literature, as well as other art and media.
4. Compare theories about figurative language from different historical periods, intellectual movements, and cultural contexts, including Indigenous and non-Western contexts and perspectives.
5. Integrate knowledge of figurative language into academic research and writing.
6. Reflect on their learning in the course, and how it connects to their broader personal and academic development.

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

|                      |     |              |     |                        |   |
|----------------------|-----|--------------|-----|------------------------|---|
| Final exam:          | 25% | Assignments: | 65% | Quizzes/tests/midterm: |   |
| Holistic assessment: | 10% |              | %   |                        | % |

**Details:**

Assignments include midterm essay (20%), presentation (10%), and research essay (35%). Holistic assessment is 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.)*

Lecture, student presentations, discussion

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

| Type        | Author or description  | Title and publication/access details                                                                                                     | Year |
|-------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Lakoff, G., Turner, M. | More Than Cool Reason: A Field Guide to Poetic Metaphor                                                                                  | 1989 |
| 2. Book     | Alexis, André          | Fifteen Dogs                                                                                                                             | 2015 |
| 3. Other    | Readings posted on LMS | Selected readings on figurative language (scholarly essays, articles, chapters, as well as illustrative examples of poetry/ literature). |      |
| 4. Other    |                        |                                                                                                                                          |      |
| 5.          |                        |                                                                                                                                          |      |

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

**Course Content and Topics**

- Introduction and overview: Figurative language, opening contexts, and readings (Hilary Turner, *Figurative Language: A Historical Guide*; Geary, *I is an Other: The Secret Life of Metaphor*)
- Figures and tropes in classical rhetoric, philosophy, and literature (Gorgias, Plato, Aristotle, Longinus, Sappho)
- Literature break: Shakespeare sonnets, numbers 18, 55, 97, 130, 138; Jordan Abel, excerpt from "The Place of Scraps"
- Indigenous poetics: Select readings from McLeod, *Indigenous Poetics in Canada* (Introduction, Maracle, Ruffo)
- Contemporary approaches: Introduction to cognitive poetics (Lakoff and Turner, *More than Cool Reason*)
- Historical contexts 1: Figurative language in early modern thought (Vico, Bacon, Locke, Sprat)
- Historical contexts 2: Nineteenth-century literature and rhetoric (Christina Rossetti; Frederick Douglas)
- Figurative language and the early 20th century: The Linguistic Turn (Nietzsche, Saussure, Jakobson)
- Late 20th century contexts (Helene Cixous, Paul de Man, Edward Said)
- Figurative language in contemporary fiction (André Alexis, *Fifteen Dogs*)
- Review, reflection, student presentations, assignment workshops

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English

Date: May 12, 2026

**Subject: Proposal for revision of ENGL 308**

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

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

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

2. Rationale for each change identified above, not otherwise covered in #3-10 below:

We would like to discontinue ENGL 308: Early modern Poetry and Prose. This is a course we have not taught in some time and don't plan to offer. The faculty who designed the course feels it is not a necessary part of our program: material that would be presented here could be presented in other courses we offer.

3. If there are changes to the learning outcomes, explain how they align with the program learning outcomes: 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 areas have been consulted about the change(s) (e.g other program areas, CECE for experiential learning/WIL, library, etc.)? N/A

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

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Suggested resources: [BC Human Rights](#), [BC Office of the Human Rights Commissioner](#), [BC Accessibility Hub](#), [Equity, Diversity & Inclusion Learning Resources](#), [Canadian Centre for Diversity and Inclusion](#), [Resilience BC: Anti-Racism Network](#), and/or [Egale Canada](#). N/A
8. Please indicate whether AI tools (e.g., ChatGPT, Copilot, etc.) were used in the development or revision of this course (e.g., learning outcome refinement, assessment design). If used, briefly describe the purpose and scope of use. N/A
9. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
10. Estimate of the typical costs for this course, including textbooks and other materials, field trips, and guest speaker fees (excluding tuition): N/A

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English

Date: May 12, 2026

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

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

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

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

2. Rationale for each change identified above, not otherwise covered in #3-10 below:

We would like to discontinue ENGL 364: The Critical Tradition: Literature in Context. Our latest revision of ENGL 366 (Literary Theory – formerly “Contemporary Perspectives on Literary Texts”) revives 366 as an introduction to theory class that more efficiently serves the role 364 had previously played. Having both courses on the books is now redundant.

3. If there are changes to the learning outcomes, explain how they align with the program learning outcomes: 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 areas have been consulted about the change(s) (e.g other program areas, CECE for experiential learning/WIL, library, etc.)? N/A

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

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Suggested resources: [BC Human Rights](#), [BC Office of the Human Rights Commissioner](#), [BC Accessibility Hub](#), [Equity, Diversity & Inclusion Learning Resources](#), [Canadian Centre for Diversity and Inclusion](#), [Resilience BC: Anti-Racism Network](#), and/or [Egale Canada](#). N/A
8. Please indicate whether AI tools (e.g., ChatGPT, Copilot, etc.) were used in the development or revision of this course (e.g., learning outcome refinement, assessment design). If used, briefly describe the purpose and scope of use. N/A
9. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
10. Estimate of the typical costs for this course, including textbooks and other materials, field trips, and guest speaker fees (excluding tuition): N/A

**Memo for Program Changes**

To: Chair, CACC

From: Heather McAlpine, English

Date: May 12, 2026

**Subject: Program change for English major, English minor, and English Honours**

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

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

2. Rationale for change(s):

We are discontinuing ENGL 308 and ENGL 364:

308: This is a course we have not taught in some time and don't plan to offer. The faculty who designed the course feels it is not a necessary part of our program: material that would be presented here could be presented in other courses we offer.

364: Our latest revision of ENGL 366 (Literary Theory – formerly “Contemporary Perspectives on Literary Texts”) revives 366 as an introduction to theory class that more efficiently serves the role 364 had previously played. Having both courses on the books is now redundant.

- 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
- 4. What consideration has been given to Indigenizing the curriculum? N/A
- 5. Will additional resources be required? If so, how will these costs be covered? N/A
- 6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
- 7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

The Dean's office informed us that this is not necessary in this case.

### English Honours

This section specifies the honours discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements.

Note: Entry is restricted to students with a minimum GPA of 3.50, calculated on a minimum of 60 credits applicable to the BA. The program is recommended for students who intend to pursue studies at the MA or PhD level. Students must [apply online directly to the department](#).

Lower-level requirements: 21 credits

| Course   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| ENGL 105 | Academic Writing                                | 3       |
| Plus:    | Three 100-level credits from ENGL 104 or higher | 3       |
| ENGL 200 | Introduction to Literary Critical Methods       | 3       |
| ENGL 201 | British Literature: 700–1700                    | 3       |
| ENGL 202 | British Literature: 1700–1930                   | 3       |
| Plus:    | Six credits from ENGL 208–298                   | 6       |

Upper-level requirements: 44 credits

| Course                     | Title                                       | Credits |
|----------------------------|---------------------------------------------|---------|
| <b>Two of:</b>             |                                             | 8       |
| ENGL 301                   | Greek Epic and Drama in Translation         |         |
| ENGL 304                   | Topics in Medieval Literature               |         |
| ENGL 306                   | Chaucer                                     |         |
| <del>ENGL 308</del>        | <del>Early Modern Poetry and Prose</del>    |         |
| ENGL 309                   | Topics in Renaissance Literature            |         |
| ENGL 310                   | Early Modern Drama                          |         |
| ENGL 312                   | Shakespeare                                 |         |
| ENGL 316                   | Milton                                      |         |
| ENGL 318                   | Literature and the Enlightenment, 1660-1750 |         |
| ENGL 319                   | The Eighteenth-Century Novel                |         |
| <b>Eight credits from:</b> |                                             | 8       |
| ENGL 321–363               | Any ENGL courses numbered 321–363           |         |
| ENGL 368                   | Topics in Drama                             |         |
| ENGL 369                   | World Literature                            |         |

|                         |                                                          |    |
|-------------------------|----------------------------------------------------------|----|
| ENGL 490                | Directed Studies in English                              |    |
| <b>12 credits from:</b> |                                                          | 12 |
| ENGL 301–363            | Any ENGL courses numbered 301–363                        |    |
| ENGL 380                | South Asian Literature                                   |    |
| ENGL 381                | Creative Writing: Advanced Playwriting                   |    |
| ENGL 382                | India in English                                         |    |
| ENGL 384                | Topics in South Asian Diaspora Literature                |    |
| ENGL 403                | Seminar in Literature                                    |    |
| <b>One of:</b>          |                                                          | 4  |
| <del>ENGL 364</del>     | <del>The Critical Tradition: Literature in Context</del> |    |
| ENGL 366                | Contemporary Perspectives on Literary Texts              |    |
| ENGL 401D               | Seminar in Rhetoric and Literary Theory — Theory Focus   |    |
| <b>One of:</b>          |                                                          | 4  |
| ENGL 370                | History of the English Language                          |    |
| ENGL 375                | Rhetoric: Composition Theory (discontinued)              |    |
| ENGL 376                | Rhetoric: A Historical Survey                            |    |
| <b>Plus:</b>            |                                                          |    |
| ENGL 491                | Honours Directed Reading                                 | 4  |
| ENGL 492                | Honours Directed Essay                                   | 4  |

Breadth requirements

Within the 65 credits required for the Honours, students must complete the following:

| Course         | Title                                          | Credits |
|----------------|------------------------------------------------|---------|
| <b>One of:</b> |                                                | 3–4     |
| ENGL 240       | An Introduction to Literatures in Canada       |         |
| ENGL 354       | Poetry and Prose in Canada, Beginnings to 1920 |         |
| ENGL 356       | Modern Prose in Canada                         |         |
| ENGL 358       | Modern Canadian Poetry                         |         |
| ENGL 360       | Topics in Literatures in Canada                |         |
| ENGL 362       | Literature of British Columbia                 |         |
| <b>One of:</b> |                                                | 3–4     |
| ENGL 228       | Indigenous Literatures                         |         |
| ENGL 245       | Introduction to South Asian Literature         |         |

|                    |                                           |  |
|--------------------|-------------------------------------------|--|
| ENGL 367/ ANTH 367 | Culture and Theory of Diaspora            |  |
| ENGL 369           | World Literature                          |  |
| ENGL 380           | South Asian Literature                    |  |
| ENGL 384           | Topics in South Asian Diaspora Literature |  |

Other requirements

GPA requirements

A minimum GPA of 3.50, calculated on all English courses required for the honours program, must be maintained until completion of the program.

Course requirements

Students must complete 44 upper-level credits to fulfill the requirements for the English Honours. Lower-level requirements for both the English Honours and English major are identical, but students intending to complete an honours program should be aware that upper-level requirements for the English Honours are specific to the honours program and constitute the following:

| Course         | Title                                                    | Credits |
|----------------|----------------------------------------------------------|---------|
| <b>One of:</b> |                                                          | 4       |
| ENGL 364       | <del>The Critical Tradition: Literature in Context</del> |         |
| ENGL 366       | Contemporary Perspectives on Literary Texts              |         |
| ENGL 401D      | Seminar in Rhetoric and Literary Theory — Theory focus   |         |
| <b>One of:</b> |                                                          | 4       |
| ENGL 370       | History of the English Language                          |         |
| ENGL 375       | Rhetoric: Composition Theory (discontinued)              |         |
| ENGL 376       | Rhetoric: An Historical Survey                           |         |
| <b>Plus:</b>   |                                                          |         |
| ENGL 491       | Honours Directed Reading                                 | 4       |
| ENGL 492       | Honours Directed Essay                                   | 4       |

### English major

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

Lower-level requirements: 21 credits

| Course   | Title                                                      | Credits |
|----------|------------------------------------------------------------|---------|
| ENGL 105 | Academic Writing                                           | 3       |
| Plus:    | Three additional 100-level credits from ENGL 108 or higher | 3       |
| ENGL 200 | Introduction to Literary Critical Methods                  | 3       |
| ENGL 201 | British Literature: 700–1700                               | 3       |
| ENGL 202 | British Literature: 1700–1930                              | 3       |
| Plus:    | Six additional credits of 200-level ENGL                   | 6       |

Upper-level requirements: 32 credits

| Course                     | Title                                       | Credits |
|----------------------------|---------------------------------------------|---------|
| <b>Two of:</b>             |                                             | 8       |
| ENGL 301                   | Greek Epic and Drama in Translation         |         |
| ENGL 304                   | Topics in Medieval Literature               |         |
| ENGL 306                   | Chaucer                                     |         |
| <del>ENGL 308</del>        | <del>Early Modern Poetry and Prose</del>    |         |
| ENGL 309                   | Topics in Renaissance Literature            |         |
| ENGL 310                   | Early Modern Drama                          |         |
| ENGL 312                   | Shakespeare                                 |         |
| ENGL 316                   | Milton                                      |         |
| ENGL 318                   | Literature and the Enlightenment, 1660-1750 |         |
| ENGL 319                   | The Eighteenth-Century Novel                |         |
| <b>Eight credits from:</b> |                                             | 8       |
| ENGL 321–363               | Any ENGL courses numbered 321–363           |         |
| ENGL 368                   | Topics in Drama                             |         |
| ENGL 369                   | World Literature                            |         |
| <b>Plus:</b>               |                                             |         |
|                            | 16 credits from ENGL 301–490                | 16      |

**Breadth requirements**

The Literatures in Canada and Global Literatures breadth requirements can be completed as part of the 53 credits required for the English major, English Literature.

**Literatures in Canada**

One of the following courses:

| Course             | Title                                          | Credits |
|--------------------|------------------------------------------------|---------|
| ENGL 240           | An Introduction to Literatures in Canada       | 3       |
| ENGL 253/ THEA 250 | Storytelling                                   | 3       |
| ENGL 354           | Poetry and Prose in Canada, Beginnings to 1920 | 4       |
| ENGL 356           | Modern Prose in Canada                         | 4       |
| ENGL 358           | Modern Canadian Poetry                         | 4       |
| ENGL 360           | Topics in Literatures in Canada                | 4       |
| ENGL 362           | Literature of British Columbia                 | 4       |

**Global Literatures**

One of the following courses:

| Course             | Title                                                       | Credits |
|--------------------|-------------------------------------------------------------|---------|
| ENGL 223C          | Literary and Narrative Tradition: The South Asian Tradition | 3       |
| ENGL 228           | Indigenous Literatures                                      | 3       |
| ENGL 245           | Introduction to South Asian Literature                      | 3       |
| ENGL 367/ ANTH 367 | Culture and Theory of Diaspora                              | 4       |
| ENGL 369           | World Literature                                            | 4       |
| ENGL 380           | South Asian Literature                                      | 4       |
| ENGL 384           | Topics in South Asian Diaspora Literature                   | 4       |

Students completing the upper-level credits in this program will have both depth and breadth in their study of English literature. For students considering graduate work in English, UFV recommends at least one senior course from as many of the following categories as possible: Chaucer or Medieval Studies; Tudor Poetry and Prose, Shakespeare, or Elizabethan and Jacobean Drama; Seventeenth or Eighteenth Century; Romantics, Victorian Novel, or Victorian Poetry; Modern British Literature or Modernism; Canadian Literature; American Literature; Indigenous Literatures; Global and Diasporic Literatures; Literary Theory, History of Criticism, or Advanced Composition.

**English major, Creative Writing concentration**

This section specifies the major discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements.

Lower-level requirements: 18 credits

| Course             | Title                                                                          | Credits |
|--------------------|--------------------------------------------------------------------------------|---------|
| ENGL 105           | Academic Writing                                                               | 3       |
| Plus:              | Three additional credits of 100-level ENGL                                     | 3       |
| Plus:              | Six credits of 200-level ENGL, which can include ENGL 253/THEA 250 (see Notes) | 6       |
| <b>Two of:</b>     |                                                                                | 6       |
| ENGL 208           | Creative Writing: Screenwriting                                                |         |
| ENGL 211           | Creative Writing: Playwriting                                                  |         |
| ENGL 212           | Creative Writing: Short Fiction                                                |         |
| ENGL 213           | Creative Writing: Poetry                                                       |         |
| ENGL 215           | Creative Writing: Creative Non-Fiction                                         |         |
| ENGL 253/ THEA 250 | Storytelling (see Note 2)                                                      |         |

Note 1: At least one of ENGL 201, ENGL 202, ENGL 223, or ENGL 253/THEA 250 is recommended.

Note 2: ENGL 253/THEA 250 can only be used to satisfy one lower-level requirement, in addition to the Literatures in Canada breadth requirement.

Upper-level requirements: 36 credits

| Course              | Title                                    | Credits |
|---------------------|------------------------------------------|---------|
| <b>Two of:</b>      |                                          | 8       |
| ENGL 301            | Greek Epic and Drama in Translation      |         |
| ENGL 304            | Topics in Medieval Literature            |         |
| ENGL 306            | Chaucer                                  |         |
| <del>ENGL 308</del> | <del>Early Modern Poetry and Prose</del> |         |
| ENGL 309            | Topics in Renaissance Literature         |         |
| ENGL 310            | Early Modern Drama                       |         |
| ENGL 312            | Shakespeare                              |         |

|                       |                                                                                                 |    |
|-----------------------|-------------------------------------------------------------------------------------------------|----|
| ENGL 316              | Milton                                                                                          |    |
| ENGL 318              | Literature and the Enlightenment, 1660-1750                                                     |    |
| ENGL 319              | The Eighteenth-Century Novel                                                                    |    |
| <b>Four of:</b>       |                                                                                                 | 16 |
| ENGL 302              | Creative Writing: Advanced Short Fiction                                                        |    |
| ENGL 303              | Creative Writing: Historical Fiction                                                            |    |
| ENGL 311              | Creative Writing: Novel                                                                         |    |
| ENGL 313              | Creative Writing: Advanced Poetry                                                               |    |
| ENGL 315              | Creative Writing: Children's Literature                                                         |    |
| ENGL 373/<br>JRNL 373 | Creative Writing: Advanced Creative Non-Fiction                                                 |    |
| ENGL 378              | Creative Writing: Advanced Screenwriting                                                        |    |
| ENGL 381              | Creative Writing: Advanced Playwriting                                                          |    |
| ENGL 390              | Creative Writing: Special Topics                                                                |    |
| ENGL 405              | Seminar in Creative Writing (see Note 1)                                                        |    |
| <b>One of:</b>        |                                                                                                 | 4  |
| ENGL 356              | Modern Prose in Canada                                                                          |    |
| ENGL 360              | Topics in Literatures in Canada                                                                 |    |
| ENGL 361              | Canadian Drama                                                                                  |    |
| <b>Plus:</b>          |                                                                                                 |    |
|                       | Four credits of upper-level ENGL, excluding courses designated as creative writing (see Note 2) | 4  |
| ENGL 405              | Seminar in Creative Writing (see Note 1)                                                        | 4  |
| <b>or</b> ENGL 490    | Directed Studies in English (see Note 3)                                                        |    |

Note 1: ENGL 405 can only be used to satisfy one requirement.

Note 2: The following upper-level courses are designated as creative writing courses: ENGL 302, ENGL 303, ENGL 311, ENGL 313, ENGL 315, ENGL 373, ENGL 378, ENGL 381, ENGL 390, and ENGL 405.

Note 3: ENGL 490 must be focused on a creative writing project.

#### Breadth requirements

The Literatures in Canada and Global Literatures breadth requirements can be completed as part of the 54 credits required for the Creative Writing concentration.

#### Literatures in Canada

One of the following courses:

| Course             | Title                                          | Credits |
|--------------------|------------------------------------------------|---------|
| ENGL 240           | An Introduction to Literatures in Canada       | 3       |
| ENGL 253/ THEA 250 | Storytelling (see Note)                        | 3       |
| ENGL 354           | Poetry and Prose in Canada, Beginnings to 1920 | 4       |
| ENGL 356           | Modern Prose in Canada                         | 4       |
| ENGL 358           | Modern Canadian Poetry                         | 4       |
| ENGL 360           | Topics in Literatures in Canada                | 4       |
| ENGL 362           | Literature of British Columbia                 | 4       |

#### **Global Literatures**

One of the following courses:

| Course             | Title                                     | Credits |
|--------------------|-------------------------------------------|---------|
| ENGL 228           | Indigenous Literatures                    | 3       |
| ENGL 245           | Introduction to South Asian Literature    | 3       |
| ENGL 367/ ANTH 367 | Culture and Theory of Diaspora            | 4       |
| ENGL 369           | World Literature                          | 4       |
| ENGL 380           | South Asian Literature                    | 4       |
| ENGL 384           | Topics in South Asian Diaspora Literature | 4       |

Note: ENGL 253/THEA 250 can only be used to satisfy one requirement.

#### **English major, Writing and Rhetoric concentration**

This section specifies the major discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements.

Lower-level requirements: 21 credits

| Course         | Title                                           | Credits |
|----------------|-------------------------------------------------|---------|
| ENGL 105       | Academic Writing                                | 3       |
| Plus:          | Three 100-level credits from ENGL 104 or higher | 3       |
| ENGL 200       | Introduction to Literary Critical Methods       | 3       |
| <b>Two of:</b> |                                                 | 6       |

|          |                                          |   |
|----------|------------------------------------------|---|
| ENGL 209 | The Structure of the English Language    |   |
| ENGL 210 | The Art of the Essay                     |   |
| ENGL 214 | Rhetoric for Contemporary Writers        |   |
| ENGL 271 | Topics in Contemporary Rhetoric          |   |
| Plus:    | Six additional credits of 200-level ENGL | 6 |

Upper-level requirements: 32 credits

| Course              | Title                                       | Credits |
|---------------------|---------------------------------------------|---------|
| <b>Two of:</b>      |                                             | 8       |
| ENGL 301            | Greek Epic and Drama in Translation         |         |
| ENGL 304            | Topics in Medieval Literature               |         |
| ENGL 306            | Chaucer                                     |         |
| <del>ENGL 308</del> | <del>Early Modern Poetry and Prose</del>    |         |
| ENGL 309            | Topics in Renaissance Literature            |         |
| ENGL 310            | Early Modern Drama                          |         |
| ENGL 312            | Shakespeare                                 |         |
| ENGL 316            | Milton                                      |         |
| ENGL 318            | Literature and the Enlightenment, 1660-1750 |         |
| ENGL 319            | The Eighteenth-Century Novel                |         |
| <b>Four of:</b>     |                                             | 16      |
| ENGL 370            | History of the English Language             |         |
| ENGL 374            | Rhetoric: Advanced Composition              |         |
| ENGL 376            | Rhetoric: An Historical Survey              |         |
| ENGL 379            | Rhetoric: Composition Teaching              |         |
| ENGL 386            | Figurative Language                         |         |
| Plus:               | Eight credits from ENGL 301–490             |         |

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### English minor

This section specifies the minor discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements.

Lower-level requirements: 15 credits

| Course   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| ENGL 105 | Academic Writing                                | 3       |
| Plus:    | Three 100-level credits from ENGL 104 or higher | 3       |
| ENGL 200 | Introduction to Literary Critical Methods       | 3       |
| Plus:    | Six credits from ENGL 201–298                   | 6       |

Upper-level requirements: 16 credits

| Course              | Title                                        | Credits |
|---------------------|----------------------------------------------|---------|
| <b>One of:</b>      |                                              | 4       |
| ENGL 301            | Greek Epic and Drama in Translation          |         |
| ENGL 304            | Topics in Medieval Literature                |         |
| ENGL 306            | Chaucer                                      |         |
| <del>ENGL 308</del> | <del>Early Modern Poetry and Prose</del>     | -       |
| ENGL 309            | Topics in Renaissance Literature             |         |
| ENGL 310            | Early Modern Drama                           |         |
| ENGL 312            | Shakespeare                                  |         |
| ENGL 316            | Milton                                       |         |
| ENGL 318            | Literature and the Enlightenment, 1660-1750y |         |
| ENGL 319            | The Eighteenth-Century Novel                 |         |
| <b>Plus:</b>        |                                              |         |
|                     | 12 credits from ENGL 301–490                 |         |



## MEMO

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**TO:** SEM Strategic Implementation Group

**FROM:** David Johnston, University Registrar and AVP Enrolment Management

**DATE:** September 16, 2026

**RE:** Admission Changes

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UEC will be presented with two proposals on October 2<sup>nd</sup>; direct admission to the major and ways to limit admission through the use of grade averages. If approved each will provide the structure for adjusting admission processes allowing programs to proceed with changing admission requirements through the normal academic program change procedures.

### **Direct admission to the Major**

In "Access to Excellence: Managing Enrolment at UFV" we have an institutional goal of increasing access and pathway points. One of the related requested actions is to expand direct entry for applicants into their program and major of choice, starting in year 1. (Page 13, Stage 1, Goal 7).

Direct admission to the major provides a positive admission experience and will allow UFV to establish enrolment targets for participating programs. A program seeking direct admission will present a set of courses and grades needed to qualify. (Assistance will be provided if needed.) Applicants will still be able to apply to the general degree and apply to a major after 30 credits as they do now.

### **General Admission Restriction**

As we refine our enrolment goals, UFV may need to limit enrolment, by program or credential, due to space considerations. When this is in effect, applicants who qualify at a specified GPA level will be offered admission according to one of the following.

1. For secondary school entrance, an admission GPA calculated on the currently required courses.
2. For transfer entrance, a cumulative GPA based on all university credits attempted.

Remaining seats will be filled from the waiting list for those below the specified GPA and above the minimum requirement.

We will also confirm with UEC that UFV will consider closing applications in any given semester if demand exceeds the enrolment target for a program or credential.



## MEMO

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**TO:** Dana Landry, UEC Chair

**Copy:** Amanda Grimson, UEC Assistant

**FROM:** David Johnston, University Registrar and AVP Enrolment Management

**DATE:** September 28, 2026

**RE:** Competitive Admission

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As the SEM Plan continues to develop an understanding of enrolment patterns, program demand and capacity we have realized that many programs do not have the ability to limit admission if demand exceeds supply.

### **General Competitive Admission**

The University may need to limit enrolment, by credential or program, due to space and resource considerations. When proposing a change to admission requirements, programs will consider the process for admission based on students coming with only a high school preparation and those entering after a period of post-secondary studies. These considerations would typically include:

- For secondary school entrance, an admission GPA calculated on the existing required courses.
- For transfer entrance, a cumulative GPA based on university credits attempted.

The competitive admission criteria could be a temporary measure that is invoked or permanent if the circumstances warrant. In all cases, once approved, the condition must be declared prior to September 1<sup>st</sup> in each calendar year.

### **Motion:**

That UEC approve allowing programs to develop limited competitive admission criteria to be applied when it is determined that there more applicant demand than seats available for registered students.



## UEC POLICY SUBCOMMITTEE

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

### PURPOSE

The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

### TERMS OF REFERENCE

1. Review Senate Governance Committee requests for policy reviews.
- ~~2.~~ Consult with relevant stakeholders where necessary.
- ~~2-3.~~ Work with the Secretariat to draft policy revisions.
- ~~3-4.~~ Bring policy drafts to UEC for discussion and approval, or recommendation to Senate.
- ~~4-5.~~ Identify policies in need of revision and propose policy reviews when appropriate.
- ~~6.~~ Initiate policy reviews when directed by UEC to do so.
- ~~5.~~ The sub-committee may establish ad hoc policy working groups as necessary to undertake a review of an existing policy or advise on the creation of a new policy. The membership of any such working group shall include those with experience and expertise in the policy area.
- ~~6-7.~~

### COMPOSITION

#### Membership

- University Secretary (One UEC Chair)
- Registrar (or designate)
- University Secretary (or designate)
- Two UEC Faculty members\*
- One UEC Advisor\*
- One IRP representative
- One PDQA representative
- One Dean
- One UEC at large member\*



**UEC POLICY SUBCOMMITTEE**

\* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)



## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to make recommendations on transfer credit requests for specific courses or programs from institutions or programming not recognized under the UFV Transfer Credit Policy (#107), and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

By Policy (Prior Learning Assessment and Recognition, (#94)) the committee will not evaluate prior learning obtained other than through formal courses or programs.

### **PROCEDURES**

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#### **Process**

- The TCS will make recommendations to UEC on specific transfer credit requests approved by the department head, or equivalent, for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate from the most closely related Faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- Transfer credit recommendations may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond after receiving the agenda package.
- Transfer credit recommendations require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour),
- The TCS may advise UEC on transfer credit issues and respond to questions and matters referred by UEC.
- The TCS will develop a template for submitting requests for transfer credit, and will require the submission of at least learning outcomes, assessment methods and content covered, as well as details about the agency or institution involved.

#### **Reporting**

- The Chair will retain a record of all decisions made.

### **Membership**

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#### **Voting**

- Senior Associate Registrar (Chair)
- Two UEC members
- At least two additional faculty (as diverse a representation as possible) who may or may not be UEC members
- One Academic Advisor

Revised September 2021



**UEC TRANSFER CREDIT SUBCOMMITTEE**

**Non-voting**

- Manager of Admissions

**Chair**

- Senior Associate Registrar.

**Resource (non-voting)**

- UEC Assistant and Calendar Editor
- University Registrar and AVP Enrolment Management

Revised September 2021



## **UEC ADMISSIONS SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to:

- Advise UEC on admission and readmission policy and practices
- During the creation of new programs or the revision of existing programs, review proposals with a view to ensuring effective and efficient admission requirements and practices, [consistent with the UFV SEM Plan](#).
- Consider “special admission requests” (individual exceptions to admission requirements) to programs below the Graduate level, as required under Policy #80: Admission
- UEC may refer admissions matters or questions to UECAS for comment, research or recommendations.

### **PROCEDURES**

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#### **Process**

- UECAS will review new or changed admission requirements for all programs and credentials below the Graduate level prior to submission to UEC.
- UECAS may be consulted on new or changed admission requirements to Graduate level programs and credentials.
- The Admissions office is responsible for developing a process to review special admission requests in preparation for presentation to the Committee.
- Decisions may be made in a formal meeting, virtual or in-person. Where a meeting is not possible or practical, an email vote is permissible. For email votes, members will have a minimum of five business days to respond. If quorum is not available, or the UECAS is unable to reach a decision, the matter will be referred to UEC. Once a quorum is reached, decisions will be decided by a [simple](#) majority of those voting.
- Quorum is four (4) voting members

#### **Reporting**

- The UEC Committee Assistant will provide administrative support and retain a record of all decisions made.
- The Chair will make regular reports to UEC



## **UEC ADMISSIONS SUBCOMMITTEE**

### **COMPOSITION**

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#### **Membership (Voting)**

- Senior Associate Registrar, ~~Admissions and Recruitment (Ex-officio)~~
- University Registrar and AVP Enrolment Management ~~or designate~~
- Two UEC members from the faculty complement
- ~~One from~~ Director, -International Education, or designate
- One Associate Dean
- Two additional members, including at least one Academic or Program Advisor. These may be from within, or outside, UEC.

#### **Membership (non-voting)**

- The Manager of Admissions ~~will be a resource (non-voting) to the subcommittee~~

#### **Chair**

- ~~The Senior Associate Registrar Admissions and Recruitment will be the Executive Secretary.~~
- ~~The UECAS will determine a Chair each September. The Executive Secretary will serve as the Vice-Chair~~