UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
February 28, 2025 - 10:00 AM
A225

AGENDA
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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

7 - 11 **2.1.** UEC draft minutes: January 31, 2025

MOTION: To approve the draft minutes as presented.

3. COURSES AND PROGRAMS

12 - 22 **3.1. Education**

New course: EDUC 480

MOTION: To approve the EDUC 480 course outline as presented.

Changes to entrance and program requirements: Early Childhood Education certificate

MOTION: To recommend approval of the changes to the Early Childhood Education certificate as presented, effective September 2025.

23 - 36 **3.2. Social Work and Human Services**

Changes to entrance and program requirements: Bachelor of Social Work and BSW Child Welfare specialization

MOTION: To recommend approval of the changes to the Bachelor of Social Work and BSW Child Welfare specialization as presented, effective September 2025.

37 - 60 **3.3. Social Innovation**

New program: Social Innovation certificate

MOTION: To recommend approval of the Social Innovation certificate.

New course: INNV 100
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Page

New course: INNV 200
New course: INNV 300
New course: INNV 400

MOTION: To approve the new course code INNV (Innovation).

MOTION: To approve the INNV course outlines as presented.

61 - 72 **3.4. Adult Education**
Review with changes: ADED 360, 380
Review with changes including prerequisites: ADED 415

MOTION: To approve the ADED course outlines as presented.

73 - 86 **3.5. Business**
Review with changes: BUS 100
Review with changes including prerequisites: BUS 203
Review with changes: BUS 304

MOTION: To approve the BUS course outlines as presented.

87 - 90 **3.6. Communications**
Review with changes including title: CMNS 125

MOTION: To approve the CMNS 125 course outline as presented.

91 - 107 **3.7. Computing**
New course: COMP 298, Special Topics in Computing
New course: COMP 299, Directed Studies in Computing
New course: COMP 398, Special Topics in Advanced Computing
New course: COMP 399, Special Topics in Advanced Computing

MOTION: To approve the COMP course outlines as presented.

108 - 123 **3.8. Criminology and Criminal Justice**
Review with changes including prerequisites: CRIM 211, 213
Review with changes including title and prerequisites: CRIM 214
Review with changes including prerequisites: CRIM 240

MOTION: To approve the CRIM course outlines as presented.

124 - 128 **3.9. English**
New course: ENGL 389, Careers in Writing and Publishing

MOTION: To approve the ENGL 388 course outline as presented.

129 - 133 **3.10. Global Development Studies**
Changes including prerequisites, credits, total hours, and discontinuation of cross-listing as ANTH 330: GDS 330

MOTION: To approve the GDS 330 course outline as presented.

134 - 199

3.11. Modern Languages

Review with changes: GERM 101
Review with changes including prerequisites: GERM 102
Review with changes: GERM 201, 202

MOTION: To approve the GERM course outlines as presented.

Review with changes: MAND 101
Review with changes including total hours: MAND 102
Review with changes including prerequisites: MAND 201, 202
Review with changes including total hours: MAND 210
Review with changes including prerequisites: MAND 301, 302

MOTION: To approve the MAND course outlines as presented.

Review with changes: PUNJ 101, 102, 209
Review with changes including total hours: 210, 211

MOTION: To approve the PUNJ course outlines as presented.

200 - 224

3.12. Arts and Integrated Studies

New course: AIS 210, Introduction to Work and Labour Studies

MOTION: To approve the AIS 210 course outline as presented.

Change to entrance and program requirements: Bachelor of Arts

MOTION: To recommend approval of the changes to the Bachelor of Arts as presented, effective September 2025.

Discontinuation: Bachelor of Integrated Studies Applied Management concentration

MOTION: To recommend discontinuation of the Bachelor of Integrated Studies Applied Management concentration as presented, effective September 2025.

225 - 232

3.13. Philosophy

New course: PHIL 199, Hot Topics in Philosophy

MOTION: To approve the PHIL 199 course outline as presented.

Change to program requirements: Philosophy major
Change to program requirements: Philosophy minor

Page

MOTION: To approve the changes to the Philosophy major and minor as presented, effective September 2025.

233 - 376

3.14. Creative Arts courses

Discontinuation: THEA 206, 301/ENGL 365, 302, 305, 306/MUSC 306, 314, 315, 351, 352, 401, 451, 452

MOTION: To discontinue THEA 206, 301/ENGL 365, 302, 305, 306/MUSC 306, 314, 315, 351, 352, 401, 451, and 452.

Review with changes including title: THEA 101, 111, 112
Review with changes including prerequisites: THEA 121, 123
Review with changes including title and prerequisites: THEA 125, 199
Review with changes including title: THEA 203/ENGL 233, 204/ENGL 234, 205
New course: THEA 209, Popular Theatre
Review with changes including title: THEA 211, 215
Review with changes including title and prerequisites: THEA 220
Review with changes including title: THEA 250/ENGL 253
Review with changes including change from special topics: THEA 290
Review with changes: THEA 291
Review with changes including change from special topics: THEA 295
Review with changes including title, prerequisites, and change from special topics: THEA 299
Review with changes including credits and total hours: THEA 303
Review with changes including title, prerequisites, credits, and total hours: THEA 304
Review with changes including prerequisites, credits, and total hours: THEA 307
Review with changes including title, prerequisites, credits, and total hours: THEA 311
Review with changes including title, credits, and total hours: THEA 312, 316
Review with changes including prerequisites, credits, and total hours: THEA 360
Review with changes including title, prerequisites, credits, and total hours: THEA 370
New course: THEA 404, Directing
New course: THEA 405, Devising
Review with changes including credits and total hours: THEA 490

MOTION: To approve the THEA course outlines as presented.

377 - 399

3.15. Creative Arts programs

Change to program requirements: Theatre major

MOTION: To approve the changes to the Theatre major as presented, effective September 2025.

Page

Change to program requirements: Theatre extended minor
Change to program requirements: Theatre minor

MOTION: To approve the changes to the Theatre extended minor and minor as presented, effective September 2025.

Change to program requirements: Theatre diploma

MOTION: To approve the changes to the Theatre diploma as presented, effective September 2025.

Change to program requirements: Visual Arts major

MOTION: To approve the change to the Visual Arts major as presented, effective September 2025.

400 - 466

3.16. Planning, Geography, and the Environment

New course: GEOG 160, Settlements: Why We Live Where We Do
New course: GEOG 256, Knowledge and Ethics in Geographic and Environmental Research
New course: GEOG 325, Health and Place

MOTION: To approve the GEOG course outlines as presented.

Changes including course code: ENV 111 (currently GEOG 111)
Review with changes including prerequisites, credits, total hours, and course code: ENV 331 (currently GEOG 331)
Review with changes including title, prerequisites, total hours, and course code: ENV 412 (currently GEOG 412)

MOTION: To approve the ENV course outlines as presented.

Change to program requirements: Geography major

MOTION: To recommend discontinuation of the Geography major Urban Studies and Planning concentration, effective September 2025.

MOTION: To recommend approval of the changes to the Geography major as presented, effective September 2025.

Change to program requirements: Geography minor

MOTION: To recommend approval of the changes to the Geography minor as presented, effective September 2025.

Change to program requirements: Geography Honours

MOTION: To recommend approval of the changes to the Geography Honours as presented, effective September 2025.

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. UEC Subcommittees

- Admission Subcommittee
- Transfer Credit Subcommittee
- Pre-Check Subcommittee

4.2. UEC Liaison reports

4.3. Policy Subcommittee report

4.4. APPC report

4.5. Senate report

4.6. Senate Teaching and Learning Committee report

5. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

January 31, 2025
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Thais Amorim, Michael Batu, Chris Campbell, Rhonda Colwell, Samantha Hannah, Claire Hay, Bobby Jaswal, David Johnston, Pavandeep Judge, Dana Landry, Stan Manu, Lisa McMartin, Sylvie Murray, and Cindy Schultz
ABSENT:	Afeef Alam, Vlad Dvoracek, Joy Enyinnaya, Shirley Hardman, Amber Johnston, Allyson Jule, Selena Karli, Carolyn MacLaren, David McGuire, Shel Stefan, and Susan Stoneson
GUESTS:	Avril Alfred, Anna Cook, Jennifer Deon, Donna Derkson, Daniel Goertz, Gena Hamilton, Leanne Joe, Aleksander Jovanovic, Moe Khaligh-Razavi, Zina Lee, Delinah Marples, Barbara Messamore, Christine Nehring, Jessica Price, Molleen Shilliday, Lee-Anne Stephen, Brianna Strumm
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: Dec. 13, 2024

MOTION:
To approve the draft minutes as presented.
CARRIED

3. PRESENTATION

3.1. Equity and Access in Admissions

Registrar and Associate Vice-President, Enrolment Management David Johnston provided the committee with information on the Strategic Enrolment Management plan, types of admission categories, and the importance of balancing access, equity, and merit in admission requirements.

4. COURSES AND PROGRAMS

4.1. Business
Review with changes: BUS 348, 379, 403, 423, 435/ECON 435, 449/ECON 449

MOTION:
To approve the BUS course outlines as amended:

- BUS 348: additional breakdown of quizzes/tests will be sent to the UEC Pre-Check Subcommittee for final approval.

CARRIED

Name change: Financial Analytics post-baccalaureate diploma (currently Business Analytics post-baccalaureate diploma)

There was concern about changing the program name without a significant change to the program. Donna Derkson (School of Business representative) confirmed that Financial Analytics is still an accurate representation of the program learning outcomes. The School of Business will work with PDQA to demonstrate alignment between the outcomes and the Financial Analytics CIP.

MOTION:
To recommend changing the Business Analytics post-baccalaureate diploma to the Financial Analytics post-baccalaureate diploma, effective September 2025, with the requirement that the School of Business develop a document showing alignment of the program learning outcomes with the Financial Analytics CIP, to be presented to UEC within six months.
CARRIED; 1 OPPOSED

4.2. Criminology and Criminal Justice
Review with changes including prerequisites: CRIM 212, 230
Review with changes including title and prerequisites: CRIM 251
Review with changes including prerequisites: CRIM 252
Review with changes including title: CRIM 265

MOTION:
To approve the CRIM course outlines as presented.
CARRIED

4.3. Graphic and Digital Design
Review with changes: GD 202

MOTION:
To approve the GD 202 course outline as presented.
CARRIED

4.4. Modern Languages
New course: FREN 203, Study Tour in French: Language and Culture

Modern Languages has confirmed that the intention is to add this course to all applicable French programs as an alternative to FREN 216 or FREN 242. Until formal program changes are made, the department will communicate to Advising and to students how FREN 203 can be used in their programs.

MOTION:
To approve the FREN 203 course outline as presented.
CARRIED

4.5. Philosophy
Review with changes: PHIL 495

MOTION:
To approve the PHIL 495 course outline as presented.
CARRIED

Discontinuation: PHIL 480, 481, 482, 490

MOTION:
To approve the discontinuation of PHIL 480, 481, 482, and 490.
CARRIED

4.6. Political Science
Review with changes: POSC 120, 260

MOTION:
To approve the POSC course outlines as presented.
CARRIED

4.7. History
Review with changes including title: HIST 162/LAS 162
New course: HIST 118, Ancient Near East: From the Pyramids of Egypt to the Democracy of the Greeks
New course: HIST 480, Social History of the Medieval Roman Empire (c.600–1453): The Empire that Wouldn't Die

MOTION:
To approve the HIST course outlines as presented.
CARRIED

Discontinuation: HIST 382, 486, 487

MOTION:
To approve the discontinuation of HIST 382, 486, and 487.
CARRIED

Change to program requirement: History major
Change to program requirement: History extended minor

MOTION:
To approve the change to the History major and extended minor as amended, effective September 2025:

- Note regarding the discontinued courses offered within the last five years corrected from "HIST 486 and HIST 487" to "HIST 382 and HIST 486".

CARRIED

4.8. Applied Business Technology
Review with changes: ABT 110, 111, 133, 135, 137, 143
Review with changes including prerequisites: ABT 160, 187

MOTION:
To approve the ABT course outlines as amended:

- ABT 135 learning outcome #6 changed to "Employ interview skills."
- ABT 135 learning outcome #7 changed to "Present information orally."

CARRIED

4.9. Education

Changes to entrance and program requirements: Early Childhood Education certificate

Some concerns with the proposed requirements were discussed. It was noted that moving away from a letter of intent may actually limit opportunities for students rather than expanding them, and the School of Education was asked to include a rubric by which students are assessed for admission. It was also not clear how the 10% seat reserves for Indigenous students will be managed.

This item was postponed to give the School of Education an opportunity to respond.

MOTION:
To defer the changes to the Early Childhood Education certificate to the next meeting.
CARRIED

4.10. Social Work and Human Services
Review with changes including prerequisites: SOWK 300, 312

MOTION:
To approve the SOWK course outlines as amended:

- SOWK 312 learning outcome #6 will be reworded and sent to the UEC Pre-Check Subcommittee for final approval.

CARRIED

Changes to entrance and program requirements: Bachelor of Social Work and BSW Child Welfare specialization

Some concerns with the proposed requirements were discussed. The School of Social Work and Human Services was asked to include the list of general and discretionary electives in the calendar, and weighting of the admission requirements. The list of electives is currently maintained only on the School's website, and is updated without UEC approval.

This item was postponed to give the School of Social Work and Human Services an opportunity to respond.

MOTION:
To defer the changes to the Bachelor of Social Work and BSW Child Welfare specialization to the next meeting.
CARRIED

4.11. Health Sciences
Changes to entrance requirements: Health Care Assistant certificate

HCAP is government-funded program that has been running since COVID, while HCA is the "standard" UFV program

MOTION:
To recommend approval of the changes to the Health Care Assistant certificate entrance requirements as presented, effective September 2025.

CARRIED

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. UEC Liaison reports

This item was postponed.

5.2. Policy Subcommittee report

This item was postponed.

5.3. APPC report

This item was postponed.

5.4. Senate report

This item was postponed.

5.5. Senate Teaching and Learning Committee report

This item was postponed.

6. INFORMATION ITEMS

6.1. Program suspensions and discontinuations

Suspended: Cabinetmaking (Joinery) certificate

7. ADJOURNMENT

The meeting was adjourned at 12:13 pm.

Memo for New Course

To: ECHD Curriculum Committee

From: Joanne Robertson, School of Education

Sheryl MacMath, School of Education

Date: November 13, 2024

Subject: Proposal for new course: EDUC 480: DESIGNS FOR TEACHING FRENCH AS A SECOND LANGUAGE (FSL)*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):

   There is currently a critical shortage of French as a second language (FSL) teachers to fill positions in French Immersion K-12 and Core French 5-12 programs in schools in the Fraser Valley. The School of Education is able to offer teacher candidates (TCs) with proficiency in the French language the opportunity to do their certifying practicum in an FSL classroom if they successfully complete a methods course that specifically addresses FSL instruction. This proposed new course addresses that need. We have run this course in fall 2021, 2022, and 2023 as a special topics course (EDUC 483J). Given our ability to provide TCs with French practica experiences, we wish to make this a permanent course. As such, we are putting forward this new official course outline.

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

   This course aligns with the ILOs in a number of important ways.

   - Apply knowledge and competencies proficiently: This course serves the dual purpose of enabling students to continue to develop their proficiency in French and to develop the knowledge, understanding, and skills required to effectively teach in French Immersion or Core French classrooms.
   - Examine critically and holistically: students in the course will use critical and creative thinking, and draw upon their own learner identities and experiences, to analyze and apply relevant theories and innovative pedagogical approaches to FSL teaching practices
   - Communicate effectively: students in this course are expected to communicate and participate in French using oral, written, digital, and visual strategies as well as multimodal technologies and media to maximize their understanding and engagement in the French language
   - Advocate for equity, diversity, and inclusion: Students will engage in and design FSL learning opportunities that explicitly address topics related to equity, diversity, inclusion, decolonization, and Indigenous cultures and worldviews

- Engage in reflection for action: this course focuses on having students understand the factors that shape their identities as language learners and to reflect on key dispositions that address linguistic insecurity among learners and contribute to a positive FSL classroom environment. This identity work grounds the course.

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?

   MOLA. We have run EDUC 483J as a special topics for a number of years. This led to some confusion with MOLA as they worked on developing their own special topics course with similar learning outcomes. As shared in the attached email correspondence, MOLA is glad to have this course available to students through the School of Education.

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 promotes the use of French resources (picture books, novels, videos, websites) to Indigenize FSL teaching. In particular, the course prioritizes the use of authentic Canadian resources in French that reflect Indigenous cultures, knowledges, and perspectives (e.g., books by Indigenous authors David Robertson, Nicola Campbell, Danielle Daniel Kung Jaadee, Trudy Spiller, Isabelle Picard; UBC's *Indigenous Storybooks in French* website, etc.)

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

   In this course, students engage in multiple learning opportunities to understand how to effectively integrate the principles of equity, diversity, inclusion, and decolonization (EDID) into FSL teaching. The course prioritizes the recognition of Francophone communities beyond Canada and Europe by featuring resources (children's literature, music videos, etc.) that actively showcase diversity and translanguaging among French speaking people throughout the world and address issues related to equity, inclusion, and social justice. Students develop a repertoire of resources for teaching FSL that reflect and champion the principles of EDID.

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:

   No cost. Students can borrow the required textbooks and additional resources from the School of Education while they are registered in the course.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 480	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Designs For Teaching French as a Second Language (FSL) **Course Short Title:** Teaching FSL	
Faculty: Faculty of Education, Community, & Human Dev.	**Department/School:** School of Education

Calendar Description:

Provide prospective and practicing French teachers with an understanding of current theories, curriculum frameworks, and pedagogical approaches for teaching French as a second language (Core French and French Immersion) in British Columbia. Students will explore their own identity as French language learners and teachers, examine the concept of bilingual education within the multicultural Canadian context, and deepen their understanding of language learning (theory and practice) to enhance their understanding of innovative curriculum design for FSL instruction and expand their repertoire of engaging, inclusive, and decolonized FSL teaching strategies and resources.

Note: The primary language of instruction for this course is French. Students are recommended to have an independent level of French proficiency, equivalent to a B1 Diplôme d'Etudes en Langue Française (DELF) level. Students who are unsure about their proficiency level are encouraged to contact the course instructor for a consultation.

Note: Students with credit for EDUC 483J cannot take this course for further credit.

Prerequisites (or NONE):	Permission of the School of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **EDUC 483J**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	15
Experiential (cultural/elder learning or participation)	5
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 13, 2024
Faculty Council approval	**Date of meeting:**	January 24, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Understand the factors that shape bilingual/multilingual identities as language learners and teachers.
2. Develop and self-assess personal/professional goals regarding their linguistic and professional competencies and identities as FSL learners and teachers.
3. Demonstrate knowledge of the historical context of FSL programs in Canada, and the local context of teaching and learning Core French and French Immersion in British Columbia.
4. Analyze second language theories and pedagogical approaches to FSL teaching K-12.
5. Apply second language theories and pedagogical approaches to FSL teaching K-12.
6. Use the Core French (5-12) and French Immersion K-8 curricula to design rich and engaging FSL learning experiences (lessons/unit plans) for diverse learners.
7. Use French resources to effectively engage FSL learners in topics related to EDID and social justice.
8. Develop a curated collection of FSL resources that promote the principles of equity, diversity, inclusion, and decolonization (EDID) and foster understanding of Indigenous cultures, worldviews, and knowledges.

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

Holistic assessment:	10%	%	%
Assignments:	90%	%	%

Details:

Assignments: group lesson/action plan (20%), reading sequence (20%), reflections (20%), lesson sequences (30%)

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

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

Field trip, small group, lecture, 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.	Book	Bourgoin, R.	*Soutenir les lecteurs en langue seconde*. Pearson.	2019
2.	Book	Arnett, B. & Bourgoin, R.	*Accès au succès: Faciliter l'inclusion pour les apprenants de langues.* Pearson.	2018
3.	Book	Lyster, R.	*Vers une approche intégrée en immersion*. CEC.	2016
4.	Book	Brochet, J.F.	*Le français en images*. CEC.	2021
5.				

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

Course Content and Topics

1. History of second language acquisition (SLA) theories
2. Overview of French as a second language (FSL) programs in Canada
3. Linguistic insecurity among language teachers and learners
4. Identity and dispositions of bilinguals
5. Krashen's hypotheses (comprehensible input, affective filter)
6. Contemporary approaches to FSL teaching communicative, task-based, action-oriented, neurolinguistic, TPRS, etc.)
7. Assessment of French language proficiency (Common European Framework of Reference - CEFR)
8. Developing oral language, reading, and writing skills in the FSL classroom
9. Integrating multimodal resources (children's literature, contemporary music, film, etc.) to decolonize the FSL curriculum and explore issues related to equity, diversity, inclusion, and Indigenization in the FSL classroom.

Memo for Program Changes

To: UEC

From: Sheryl MacMath, Director, School of Education

CC: Allyson Jule, Dean, FECHD
Monique Goerzen, Program Chair, Early Childhood Education
Gena Hamilton, Academic Advisor, School of Education

Date:

Subject: Program change: Early Childhood Education

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):

   As 2024 – 2025 is the program review year for Early Childhood Education (ECE) at UFV, more significant changes will be recommended at a later time. However, feedback we have received thus far indicated a number of challenges with regards to the admissions process that make the process more challenging for students. As such, we are seeking to simplify admission processes at this time to ensure that the 2025 intake year is more responsive to students. In addition, ECE has now moved into the School of Education (as opposed to the Child, Youth, and Families Department) and this should be referenced in the academic calendar as well.

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?

   These changes focus on making the admission process easier for all students, including Indigenous students. In addition, by removing the 'first come first serve' approach, we believe that all students will be treated more equitably. As these changes are to the admissions process, there is no specific focus on curriculum.

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?

   These program changes will affect admission requirements for those wanting to obtain their ECE certificate. The changes we are advocating are designed to ensure equity and inclusion are prioritized, and barriers are reduced. The following changes are included:

   - Currently, admissions are on a first-come, first-served basis. This lacks consideration for equitable factors around access to technology, awareness of program, etc. We are moving to a more competitive entry that addresses these concerns.
     - All complete applications that meet the minimum criteria by a deadline of January 31st each year will be considered (date recommended by Daniel Goertz in the Office of the Registrar).
     - Those applications that are considered will be ranked in relation to ~~their~~ evidence that they are ~~suitability to work with young children, interest in the ECE field, and program preparation~~knowledgeable of child development, value inclusion and play, and are able to reflect (evaluated through a questionnaire and resume).
       - 10% of all seats will be dedicated to Indigenous students.
     - Successful applicants who have not registered by July 1st will have their seats given to those on the waitlist.
   - ~~–~~The current requirements for submitting a medical form, immunization record, and attending an orientation will be removed, as these are not mandated by the Early Childhood Educators of BC Registry. These changes aim to make the admissions process more accessible, especially for incoming students who may face challenges such as time zone differences or difficulties obtaining medical and obtaining immunization records from another country.~~Current requirements of a medical form and an immunization record are to be removed (these are not required by the Early Childhood Educators of BC Registry).. These changes are expected to make the admissions process more accessible to all students, but particularly~~
   - The current requirement of a letter of intent is to be removed (we will be using the resume instead as this enables a better understanding of an applicant's experience with children and prior involvement in ECE courses, including dual credit).
   - We are implementing an early admission opportunity. For those who meet all requirements and submit all documents by Dec 1 will be considered for a Dec 15 early admission opportunity. This enables international students to receive

confirmation of acceptance with enough time to secure their VISA (as per discussion with David McGuire in the international office).

- Finally, we are changing the requirement of prerequisites for ENGL 105 as we are removing that as a part of the program. As such, applicants will only need the required prerequisites for CMNS 125.

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.)

   No additional resources are needed for these program changes. The only course we are removing as a requirement is ENG 105 which does not adequately address the requirements of the Early Childhood Educators of BC Registry. Instead, we are increasing the number of possible communication courses that could be taken. This increases possibilities for students without impacting ENGL 105 numbers in a substantial way.

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.

   We are seeking to remove ENG 105 as a required course for the ECE certificate. The external regulator (Early Childhood Educators of BC Registry, of the Ministry of Education and Childcare) requires a course in Interpersonal Communication Skills for working with Community and Family. ENGL 105, with its focus on academic communication, does not address this need. As a result, as part of the program, students will need to complete HSER 120, CMNS 125, 140, or 180 as part of the program.

   This reduces the cost of the program as students are only required to complete 46.5 credits as opposed to 49.5 credits.

   Please look to Appendices A and B for email exchanges regarding these changes with the Dean of the College of Arts and the Director of the School of Social Work and Human Services respectively.

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

    N/A

Early Childhood Education certificate

UFV offers a certificate program ~~at both the Abbotsford and Chilliwack campuses~~ leading to registration in British Columbia (B.C.) as early childhood educators.

The certificate program includes basic courses in interpersonal ~~relations~~communications, child growth and development, working with children, and the early ~~childhood~~ learning ~~curriculum~~framework.

Before taking practicum, students will need a completed criminal record check; see more details under the Criminal Record Check section below.~~.~~ The Field Experience Coordinator will need to receive proof of this completed check within the first two weeks of the program. ~~They~~ Students may also be required to ~~obtain~~ share ~~additional~~ an immunization record ~~TB clearance and Rubella clearance (~~as per Community Care Facilities Licensing Legislation~~)~~.

After completing this program, graduates can be licensed as early childhood educators by the Provincial Licensing Board, with an additional 500 hours of supervised work ~~and a first aid certificate~~.

Following completion of the certificate, students who wish to continue their studies can continue into ~~the ECE~~ early childhood education (ECE) diploma programs specializing in special needs and/or infancy; or work towards a career in child and youth care or teacher education.

Entrance requirements

1. Suitability to work with young children. This is demonstrated through submission of program preparation documents (see the Other entrance requirements section below).
2. ~~B.C. secondary school graduation or equivalent~~Interest in the early childhood education field. This is demonstrated through submission of program preparation documents (see the Other entrance requirements section below).
3. Prerequisites for ~~ENGL 105.~~ CMNS 125.
4. One of the following two options:

   Option 1: Secondary School (for students with secondary school graduation only)
   Secondary school applicants may be considered for admission for the ECE ~~C~~certificate if they have completed B.C. secondary school graduation or equivalent. See the Admissions Equivalents to B.C. graduation section of the Calendar for more information on equivalents to B.C. secondary school graduation. Students who have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Option 2: University entrance (for students who have attended some post-secondary school)

Post-secondary applicants may be considered for admission for the ECE ~~C~~certificate if they have successfully completed at least nine university-level credits with a minimum cumulative GPA of 2.33.

Note: Admission to the program does not guarantee placement in a practicum. Please see the Practicum regulations section below.

Students who do not meet these requirements might consider Qualifying Studies.

Note: Non-graduates who may require academic preparation are encouraged to contact the Upgrading and University Preparation department (UUP) for assessment and advice before applying to post-secondary programs.

Other entrance requirements

Program preparation: All applicants who meet the minimum requirements need to demonstrate suitability to work with young children and their interest in the field of early childhood education. To demonstrate this, applicants will *complete a questionnaire and submit their resume*. While all experience with children is valuable, experience with children five and under, especially in a leadership or supervisory capacity is highly valued. Applicants are encouraged to highlight additional certifications, talents, languages, and skills. Courses (whether in secondary, post secondary, or other) in relation to First Nations studies, Indigenous Peoples' knowledge, social justice, inclusive education, or equity issues are also important to note. In Early Childhood Education, we are committed to developing a diverse group of educators that represent the communities we proudly serve. We encourage applications from Indigenous peoples, members of groups that experience discrimination due to race, colour, place of origin, ancestry, and/or religion, persons who identify as women and 2SLGBTQ+, and persons with disabilities. We guarantee 10% of our seats for those who choose to self-identify as Indigenous and meet the minimum requirements to address the lack of Indigenous early childhood educators in the Fraser Valley.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see Specific intake application process. Applicants must submit completed applications, including documentation, by January 31 to be considered for the September admission of the same year. Applications received after January 31 may be considered, but only if space is available.

How to apply

1. Apply online at ufv.ca/admissions/apply.

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all secondary and post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.
- ECE admission questionnaire (available at ufv.ca/registrar/forms).
- A brief resume outlining related work or volunteer experiences with children, special skills, certifications, etc. See How to Apply for more details.
- ~~Letter of intent (250 words) articulating applicants' strengths, interest in the ECE field, how they have prepared, and why they feel suited to work with young children).~~
- Evidence of having met the ~~P~~prerequisites for CMNS 125~~ENGL 105~~. (If the prerequisite is being met through a college or university course, an official transcript is required.)
- ~~Medical endorsement form.~~
- ~~Immunization record.~~

2. After complete applications are received and reviewed, the Office of the Registrar will forward them to the ~~Child, Youth, and Family Studies department~~School of Education. ~~The department will notify applicants of an orientation session that they must attend. If applicants do not attend, they must make arrangements with the department to be eligible for admission to the program.~~
3. Upon admission to the program, applicants will be provided ~~Applicants will be advised of an admission decision and, if accepted, will be provided~~ with registration information. A deposit is required prior to registration (see the Fees and Other Costs section) and will be applied toward tuition fees. If applicants do not register for courses by July 1st ~~and pay course deposits,~~ their place will be given to the next person on the program waiting list and they must reapply to the program.

Basis for admission decision

The Admissions Committee will ~~consider~~review each completed application received by January 31. ~~.~~

Each applicant must meet all the academic requirements. Applicants are also evaluated based upon the two additional admission documents as outlined in Program Preparation under the "Other entrance requirements" section. These two requirements are scored in relation to evidence that an applicant is knowledgeable of child development, values inclusion and play, and is able to reflect. Admission to the ECE certificate is on a competitive basis. Meeting the minimum requirements does not guarantee admission.

The overall, summative score determines who will be admitted to the ECE certificate. A waitlist will also be generated for each intake.

Early admission decisions will be made Dec 15 every year. To qualify for early admission, all required documents must have been received prior to Dec 1. ~~Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set~~

~~when an application, all required documentation, and the application fee have been submitted.~~

~~Admission decisions will be made in April and notifications sent out in early May.~~~~nimum requirements does not guarantee admission.~~

Criminal record check

Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal record check. This is a requirement before students can participate in any practicum placements or observations in the field. The ECE Field Experience Coordinator will contact students by email to initiate this process.

Fees and additional costs

See the Fees and Other Costs section.

Books and additional supplies cost approximately $1~~5~~00 per ~~semester~~course. In addition to tuition and required books, other expenses include criminal record checks and travel to and from field sites. Students must also have their own means of transportation. Up to half of their program time will be spent working in early childhood centres in the community. UFV takes no responsibility for students' transportation to field sites.

For information on loans, bursaries, and work-study options, students are encouraged to contact the Financial Aid and Awards office.

Dates and location

The program is offered over four semesters~~, and is run in Chilliwack and Abbotsford in alternate years~~. ~~Contact~~ ~~advising@ufv.ca~~ ~~for more information.~~ See the School of Education ECE certificate webpage for information on locations.

Non-ECE requirements (e.g., CMNS 125) can be completed at any campus these courses are offered.

Program outline

Non-ECE requirement~~s~~: ~~6~~ 3 credits

Course	Title	Credits
HSER 120	Interpersonal Communications for Human Services	3
~~ENGL 105~~	~~Academic Writing~~	~~3~~
or CMNS 125	Communicating Professionally to Academic and Workplace Audiences	3
or CMNS 140	Interpersonal skills for the workplace	3
or CMNS 180	Introduction to interpersonal communication	3

Memo for Program Changes

To: Chair, Undergraduate Education Committee

From: Curtis Magnuson, Director SWHS & Brianna Strumm, BSW Program Committee Chair SWHS

Date: September 13, 2024

Subject: Program change (Bachelor of Social Work)

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: BSW Academic Calendar Copy Changes. No major program changes were included in this update. Some of the information presented was out-of-date, inaccurate, and required clarification and re-organization. We also removed some text.

2. Rationale for change(s):

   BSW Child Welfare pages key changes:

   - Removed semester by semester breakdown of classes because we offer courses in a variety of terms. This plan is outdated and confuses students. We also removed the 100 & 200 level courses as students require these courses to be admitted to the program. Students would have already completed these courses when beginning the program so it's redundant to include them.
   - A Delegated Aboriginal Agency (DAA) is an out-of-date term. The term the government now uses is Indigenous Child and Family Service Agency when referring to delegated agencies that work with Indigenous communities and families.

   BSW pages key changes:

   - Updated terminology when describing our program and our goals, as well as updated our accreditation dates.
   - Under "entrance requirements", described with additional specificity who the two letters of reference should be from. Also, we succinctly combined the electives requirement, so it reads clearer for students.
   - Under "practicum regulations", we updated the requirements regarding criminal record checks and clarified the requirements that some practicum sites now have.
   - Removed a significant portion of "graduation requirements" as they are same as program requirements. This is 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. N/A

CWC comments and responses

- The UFV SEM Plan asks us to "identify and remove non-academic barriers that may prevent acceptance . . ." including "Review admission requirements for equity and access consistency". What is the "educational equity statement" and how does it remove barriers to admission for equity seeking groups?

  Students who self-identify as members of equity seeking groups in their application receive additional points towards admission.

- There has been an on-going concern that the list of accepted "general and discretionary electives" are maintained on the department website only, as these can be updated at any time without consultation or approval. Since students will typically take at least two years to complete these 60 credits, what happens if the list is updated and excludes something they have already taken or are in progress with? Pre-Check recognizes that it may be an onerous task to include this information in the academic calendar, but as part of the entrance requirements it should be included. (This could be on a separate calendar page if there is a concern that the list is too large to include on the main BSW page.) Other times this concern has been raised:
  - April 24, 2009 UPAC minutes (pages 1-2)
  - Aug. 29, 2019 UEC agenda package (page 82)

  The School works closely with Academic Advising and students to ensure they meet the elective requirements. As mentioned above, as courses get updated and changed across the institution, we require the ability to update our information as changes occur.

- Child Welfare specialization: could this be further simplified to only include the specific required courses? Based on comparison with the BSW program outline, this appears to be SOWK 394, 412, 483, 491, and (496 or 497).

  In the interest of ensuring students meet all the requirements for their degree, all courses will remain listed to avoid any confusion.

Bachelor of Social Work degree

The UFV Bachelor of Social Work program prepares ~~social workers~~students for professional social work practice~~, reflecting~~ grounded in principles of social justice, inclusion, ~~equality~~equity, and respect for diversity. The BSW program is accredited by the Canadian Association for Social Work Education (2023-2031). BSW graduates ~~meet UFV institutional learning outcomes and~~ are ~~eligible~~ equipped to ~~apply~~ write the licensure exam required for registration with the British Columbia College of Social Workers (RSW).

In response to the Truth and Reconciliation Commission of Canada's ~~recommendations~~Calls to Action, the School's goals include respecting ~~for~~ the self-determination ~~for~~ of Indigenous peoples and a commitment to working in partnership with ~~local~~ Indigenous communities. We are also committed to ensuring social work students are educated on the history of colonization and the intergenerational impacts of residential schools.

Social work education is an ~~critical~~ analytical process that respects diverse sources and forms of knowledge while encouraging critical self-reflection.~~dissent. UFV Social Work faculty are committed to scholarship, including debate on social work and social welfare, with particular attention to how social problems come to be defined and addressed.~~ Program content ~~addresses~~ examines the ~~structural~~ intersecting forms of oppression ~~barriers~~ that ~~prevent~~ impact ~~people~~ marginalized populations as well as the essential interpersonal skills required for social work practice. ~~from reaching their full potential. With a commitment to lifelong learning and a critical analysis of oppression,~~ Ggraduates ~~will have~~possess the knowledge, skills, and professional social work values necessary to work collaboratively with individuals, families, groups, and communities in ~~diverse and cross-cultural environments~~a range of practice areas. These include, but are not limited to, addictions and recovery, child and family welfare, corrections, health care, immigration and settlement, sexual and gender diversity, mental health, women's empowerment, and services for people with disabilities. ~~The program contributes to the knowledge base of social work through partnerships with professional and local communities.~~

~~All individuals, families, groups, and communities are entitled to be treated with respect, justice, and without discrimination. Faculty seek to provide equitable educational opportunities and participation of those groups experiencing systemic oppression. UFV values its community base and seeks to promote social change.~~

~~Graduates will be prepared to work with individuals, families, groups, and communities in a variety of settings, funded by both government and non-government sources, including, but not limited to: child welfare, programs and services for women, immigration and cross-cultural services, family and community services, health care, mental health, corrections, addictions, services for the elderly, unemployment and income security programs, Indigenous settings, and services and programs for people with disabilities and special needs.~~

Entrance requirements

1. 60 general university-level credits by May 1 of the year of application, including the following:
    - Six credits from SOWK 110 and SOWK 210
    - Three credits in English composition: CMNS 125 or ENGL 105

- Three credits of English literature: ENGL 108–170
- Three credits of human development: SOWK 225 or PSYC 250
- Three credits of ~~courses~~ coursework with Indigenous or First Nations content (chosen from ~~the~~ a ~~approved~~ list ~~(~~available on the **BSW application page**) or an equivalent course deemed transferable from another institution.
- 42 General elective credits (up to 12 can be discretionary elective credits). A current list of accepted general and discretionary credit courses is available at ufv.ca/swhs/how-to-apply in the BSW Program planning section. There are different types of electives so please pay special attention to what counts as a general elective and what counts as a discretionary elective in the BSW application.
- ~~30 additional General credits (see Note)~~
- ~~12 Discretionary elective credits (see Note)~~

~~Note: Current lists of accepted General and Discretionary courses are available at **ufv.ca/swhs/how-to-apply** in the BSW Program planning section.~~

2. ~~Overall~~ Cumulative GPA of 2.67 ~~for~~ based ~~on~~ the 60 credits applied towards their BSW application.~~.~~
3. A minimum of 200 hours of paid or volunteer experience in the field of human services ~~field~~ supervised by social workers or other professionals. This ~~can~~ may include hours completed as part of UFV Human Services~~in~~ practic~~a~~um courses.~~.~~
4. ~~Program and personal~~Professional ~~suitability as determined through~~ by completion of ~~a personal statement.~~ Professional readiness and suitability, determined by answering a series of questions that assess applicants' interest, prior experience, commitment to social work values and ethics, and the importance of social justice, equity, diversity, and inclusion (EDI).
5. Two letters of reference on forms provided by the School of Social Work and Human Services. One letter must be from someone who taught the applicant in a course they completed and can speak directly to~~address the student's~~ the applicant's ~~most~~ recent academic experience ~~or~~ and potential. The second letter~~, and one~~ must be from a recent supervisor of the applicant in the field of social work ~~and/~~or human services ~~that~~ who ~~demonstrates~~ can speak directly to the applicant's skills and abilities.
6. All applicants must be aware of, willing, and able to uphold the **Social Work Code of Ethics and Standards of Practice**. ~~All communications with UFV School of Social Work can be considered part of the admissions process. Admission may be denied to applicants who communicate, or act, in an unprofessional or disrespectful manner. Please see Policy 204 for more information.~~ All communications with the School of Social Work and Human Services are considered in the admissions process and should follow both the Social Work Code of Ethics and Standards of Practice and UFV's Safe Student Learning Community policy (204).

Note: ~~An interview to determine program and personal~~professional ~~suitability may be required.~~ A meeting with the applicant may be required if additional information is unclear or missing from the submitted application package.

~~Students who do not meet these requirements might consider **Qualifying Studies**.~~

When to apply

Applications are accepted for entrance to the Fall semester only. The application deadline is January 31. Only completed applications will be reviewed. See our ~~**Specific intake application process**~~**specific intake application process** for more information.

How to apply

Apply online at **ufv.ca/admissions/apply**.

~~Additional~~ Dd~~o~~cuments required for a complete application:

A ~~c~~completed UFV online application. Even if the applicant is a current UFV student, the BSW Program requires a new UFV application.

~~O~~Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing ~~grade/course achievement~~final grades. All o~~To be considered o~~fficial~~,~~ transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.

A ~~SWHS~~ BSW ~~Additional Application Information form~~Application Package. This form ~~(~~ includes the applicant's work/volunteer experience, educational equity statement, and personal statement: **ufv.ca/swhs/application-information--forms/**).

~~A personal statement (typed, double-spaced, 800–1,000 words in length) to assess an applicant's professional suitability for social work.~~

Two ~~letters of~~ reference forms as described in the entrance requirements.

~~All additional documents must be completed and submitted to OReg by January 31. These documents are available at **ufv.ca/swhs**.~~

~~Upon admission to the program applicants will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.~~

Basis for admission decision

Admission to the BSW is ~~on a~~ competitive ~~basis~~. Meeting the minimum requirements does not guarantee admission. Complete applications will be evaluated based on~~in~~ the following ~~areas~~components as described in the entrance requirements:

1. Academic GPA.
2. Work and/or volunteer experience in the field of human services ~~field~~.
3. ~~Letters of r~~Reference forms.
4. Personal statement.
5. Educational ~~Equity~~equity statement (optional).

All complete applications received by January 31 will be reviewed. Complete application packages are assessed using a point rating system. Up to 40 points are awarded for academic performance (GPA), up to 25 points are awarded for related volunteer, practica, and/or work experience, up to 25 points are awarded for the applicant's written personal statement, including an assessment of writing ability, and up to 10 points are awarded for two reference forms submitted by the referees.

~~Criminal record check~~

~~Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal record check. This is a requirement before students can participate in any practicum placements. Once admitted to the program, it is students' responsibility to apply for a Criminal Record Review through the Ministry of Justice. Information on this process is provided by the School of Social Work & Human Services.~~

~~A criminal record check clearance letter issued through the Ministry of Justice is required prior to registering for the field placement.~~

Program duration

The BSW program is designed as a full-time academic program ~~that is~~to be completed over two years. ~~However, s~~Students ~~who~~ wish to take are not able to complete the program over the two years must~~on a part-time basis should notify the S~~school at their earliest opportunity . However, the School recognizes that some students choose to take the program on a part-time basis. All students must create a program plan with Academic Advising and notify the School's Field Education team for practicum planning purposes whether they are taking the program full-time or part-time.

Program outline

Course	Title	Credits
SOWK 300	Social Work Practice with Individuals	3
SOWK 311	Social Work Theory and Ethics	3
SOWK 312	Legal Knowledge for Social Work Practice	3
SOWK 320	Anti-Racist and Cross-Cultural Social Work	3
SOWK 330	BSW Practicum I	6
SOWK 380	Social Work and Community Development	3

SOWK 392	Indigenous Social Work	3
SOWK 404	Research Methods and Evaluation	3
SOWK 410	Social Policy Analysis	3
SOWK 430	BSW Practicum II	9
One of:		3
SOWK 301	Social Work Practice with Groups	
SOWK 483	Social Work Practice with Families (see Note)	
Four of:		12
SOWK 302	Interdisciplinary Collaborative Practice	
SOWK 394	Substance Misuse Issues	
SOWK 412	Legal Skills for Social Work Practice	
SOWK 450	Social Work in Health Care	
SOWK 460	Special Topics in Social Work	
SOWK 490	Gerontological Social Work	
SOWK 491	Indigenous Perspectives on Child and Family Welfare	
SOWK 493	Feminist Social Work	
SOWK 496	Social Work and Critical Approaches to Disability	
SOWK 497	Social Work in Mental Health	
Plus:		6
Two upper-level General electives		

Note 1: A current list of General elective courses is available at **ufv.ca/swhs/how-to-apply** in the Additional Documents section.

Note 2: SOWK 394, SOWK 412, SOWK 483, SOWK 491, and one of SOWK 496 or SOWK 497 ~~is a~~are requirements of the BSW Child Welfare specialization.

Practicum regulations

~~All students are~~Accreditation standards require~~d~~ students to complete two field placements in the BSW program. ~~Acceptance into the BSW program does not guarantee students a field placement.~~ Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student conduct proceedings will not ~~ordinarily~~ be permitted to register in the field placement.

Before being placed in a practicum, the School of Social Work and Human Services requires confirmation that students can work with children and vulnerable adults. The School is registered with the Criminal Records Review Program's online, applicant-based criminal record check service. Upon admission to the BSW program, students will be provided with information required to request a criminal record check through the BC Government's Criminal Records Review Program. Each student is required to pay for and complete this process. The link, access code, and directions will be provided. ~~Under the Criminal Records Review Act, a record check completed through the Criminal Records Review Program (CRRP) is required for post-secondary students working with children and vulnerable people as part of a practicum.~~

~~Students are responsible for completing and paying for this process; the School of Social Work and Human Services will provide details.~~

To register for the field placement, the following criteria and requirements must be met:

- Completion of prerequisites/co-requisites with a grade of C or better
- Registration in co-requisites
- Submission of the BSW Field ~~Application~~ Request ~~f~~Form
- Submission of a résumé and cover letter in the required format
- Interview with the Field Education Coordinator
- ~~Completion of the Field Practice Guidelines Acknowledgment Form~~
- Criminal record check clearance letter issued by the Criminal Records Review Program ~~(CRRP) (please do not submit until requested)~~
- BSW program GPA of 2.67

To complete their practicum s~~S~~tudents must be available weekdays, during regular office hours. For~~:~~

SOWK 330, this is typically three days a week for a total of 21 hours per week (315 hours),

and for SOWK 430, this ~~-~~is typically four days a week for a total of 28 hours per week (420 hours).

~~Note:~~ The School is not ordinarily able to facilitate evening or weekend placements. However, we recognize that some placements do require evening and weekend work. Student schedule and availability needs to be discussed with the Field Education Coordinator during the field interview process. ~~Students need to plan accordingly.~~

~~Note: It may be necessary for students to delay practicum to a later semester if they want to be placed in a specific area such as health care.~~Students need to be aware that practicum placements in specific areas, including health care, have limited availability.

Certain placement sites may require the submission of an up-to-date immunization record and other documentation. It is the responsibility of students to provide these records and to obtain any required boosters or additional immunizations. Agencies may not provide placements to students who do not submit proof of immunization records and other required documentation. Some placement sites, such as the Ministry of Children and Family Development (MCFD) and Health Authorities, will only consider SOWK 430 students who are in the final semester of the BSW program. Finally, Health Authority placements require the completion of an extensive orientation process, and any costs associated with these Health Authority requirements are the responsibility of the student.

~~Practicum challenge for~~Prior Learning Assessment and Recognition (PLAR) of SOWK 330

Eligible students admitted to the BSW may app~~l~~ly ~~to challenge~~for PLAR credit of the third-year placement (SOWK 330) only. Students will complete and submit a ~~challenge~~ PLAR request ~~application~~ to the Field

Education Assistant. Students cannot ~~challenge~~ PLAR SOWK 330 ~~with~~ using the same experience ~~used~~ acquired or obtained ~~to challenge~~through PLAR of a diploma-level placement in a related program. ~~Any~~ D~~d~~ecisions ~~about~~ to ~~offering~~ approve ~~students the opportunity to challenge~~PLAR of SOWK 330 ~~will be~~are at the sole discretion of the School of Social Work and Human Services. Contact the Field Education Assistant for details regarding this process. ~~The challenge request application will be provided to interested students after they have been admitted to the BSW.~~

~~Note: Note: The fourth-year placement (SOWK 430) is not open to the challenge process.~~

Program requirements

~~In completing t~~The BSW program~~,~~ ~~students are~~ require~~d~~s ~~to have~~completion of:

- Program GPA of 2.67 or better on courses that apply to the BSW degree.
- ~~Minimum of~~ 60 credits of ~~Social Work (SOWK)~~100 and 200 level courses as specified in the entrance requirements.
- ~~courses and a minimum of~~ 60 credits of ~~general university-level credits (42 credits of which are Arts and Science electives).~~300 and 400 level courses:
  - Six credits of 300 and 400 level General Electives.
  - ~~Minimum of~~54 credits of 300-400 level ~~30 upper-level~~ Social Work courses, 30 of which must be~~credits~~ completed at UFV.
  - ~~Minimum program GPA of 2.67 to register for the field placement and graduation.~~
  - ~~C (2.00) or better in each HSER and SOWK course to continue in the program, including the field placement.~~

~~HSER and~~Upper level SOWK courses that ~~are over~~were completed more than 10 years ~~old may~~ago will not be considered for credit towards the BSW program.

Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or higher) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the **Academic standing and undergraduate continuance** section of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

Program continuance

Students in the Bachelor of Social Work degree must maintain a program GPA of 2.67 while enrolled in ~~throughout~~ the~~ir~~ program. ~~and achieve a grade of C (2.00) or better in all HSER and SOWK courses to continue in the program, including the field placement.~~

Graduation requirements

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Academic Advisor. To be eligible to graduate, students must achieve a minimum CGPA of 2.00 and a minimum BSW program GPA of 2.67.

Students must apply for graduation in the first month of their final semester. Visit the **Graduation webpage** for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.

~~Graduation requirements:~~

~~Program GPA of 2.67 or better on courses that can be applied to the Bachelor of Social Work degree.~~

~~60 credits of 100- and 200-level courses as specified in the entrance requirements.~~

~~60 credits of 300- and 400-level courses:~~

~~Six credits of 300- and 400-level General electives~~

~~54 credits of 300- and 400-level SOWK courses, 30 of which must be completed at UFV~~

~~Note: SOWK 430 must be taken in the final semester of the program.~~

Child Welfare specialization

For program information on the Bachelor of Social Work — Child Welfare specialization, please see **this section**.

~~The Child Welfare Specialization requires students to complete a practicum with the Ministry of Children and Family Development or a Delegated Aboriginal Agency; however, the School cannot guarantee a placement with either of these agencies as placements are based on agency capacity. Obtaining a placement with MCFD or a Delegated Aboriginal Agency is a competitive process. The Field Education Coordinator and the Field Education Assistant will work through this process with each student completing the child welfare specialization and will provide the necessary details at the appropriate point in the program. Contact the Field Education Assistant for details.~~

Course listings

For complete details on courses see the **course descriptions** section.

Return to main Social Work and Human Services page

Bachelor of Social Work — Child Welfare specialization

The Child Welfare Specialization requires students to complete a fourth year (SOWK 430) practicum with the Ministry of Children and Family Development (MCFD) or an ~~Delegated Aboriginal~~Indigenous Child and Family Service a~~A~~gency.~~;~~ The School works closely with our partners to place these students, however, the School of Social Work and Human Services cannot guarantee a placement with either of these agencies as placements are based on agency capacity. Obtaining a placement with ~~MCFD or a Delegated Aboriginal Agency~~either of these agencies is a competitive process and requires students to complete several steps. The Field Education Coordinator will work through this process with each student completing the child welfare specialization and will provide the necessary information at the appropriate point in the program. Contact the Field Education Assistant for details.

Declaration requirements

- Minimum BSW program GPA of 2.67
- Enrolment in or completion of SOWK 300, SOWK 311, SOWK 312, SOWK 320, SOWK 394, SOWK 330, SOWK 380, and SOWK 392
- Students meet with Academic Advisor to formally declare their specialization

Note: Graduating with the Child Welfare Specialization is dependent on students successfully qualifying for and completing the Child Welfare placement.

Program outline

Child Welfare ~~s~~Specialization ~~c~~Course ~~r~~Requirements:

Course	Title	Credits
~~SOWK 110~~	~~Introduction to Social Work and Human Services~~	~~3~~

~~SOWK 210~~	~~Introduction to Social Welfare~~	~~3~~
~~SOWK 225~~	~~Human Behaviour and Social Environment~~	~~3~~
SOWK 300	Social Work Practice with Individuals	3
SOWK 311	Social Work Theory and Ethics	3
SOWK 312	Legal Knowledge for Social Work Practice	3
SOWK 320	Anti-Racist and Cross-Cultural Social Work	3
SOWK 330	BSW Practicum I	6
SOWK 394	Substance Misuse Issues	3
SOWK 404	Research Methods and Evaluation	3
SOWK 410	Social Policy Analysis	3
SOWK 412	Legal Skills for Social Work Practice	3
SOWK 430	BSW Practicum II (see Note)	9
SOWK 483	Social Work Practice with Families	3
SOWK 491	Indigenous Perspectives on Child and Family Welfare	3
SOWK 496 OR SOWK 497	Social Work and Critical Approaches to Disability OR Social Work and Mental Health	3

Note: SOWK 430 must be with a child welfare placement.

~~Third year~~

~~Semester V (Fall)~~

~~Course~~	~~Title~~	~~Credits~~
~~SOWK 300~~	~~Social Work Practice with Individuals~~	~~3~~
~~SOWK 311~~	~~Social Work Theory and Ethics~~	~~3~~
~~SOWK 312~~	~~Legal Knowledge for Social Work Practice~~	~~3~~
~~SOWK 320~~	~~Anti-Racist and Cross-Cultural Social Work~~	~~3~~
~~SOWK 394~~	~~Substance Misuse Issues~~	~~3~~
Plus:	Two~~A lower- or~~ upper-level Arts elective (see Note)	~~3~~6

~~Semester VI (Winter)~~

~~Course~~	~~Title~~	~~Credits~~
~~SOWK 330~~	~~BSW Practicum I~~	~~6~~
~~SOWK 380~~	~~Social Work and Community Development~~	~~3~~
~~SOWK 392~~	~~Indigenous Social Work~~	~~3~~

Fourth year

Semester VII (Fall)

Course	Title	Credits
SOWK 404	Research Methods and Evaluation	3
SOWK 410	Social Policy Analysis	3
SOWK 412	Legal Skills for Social Work Practice	3
SOWK 483	Social Work Practice with Families	3
SOWK 491	Indigenous Perspectives on Child and Family Welfare	3

Semester VIII (Winter)

Course	Title	Credits
SOWK 430	BSW Practicum II	9
SOWK 496	Social Work and Critical Approaches to Disability	3
or SOWK 497	Social Work in Mental Health	
Plus:	A lower- or upper-level Arts elective (see Note)	3

Note: A current list of Arts and Science courses is available at **ufv.ca/swhs/how-to-apply** in the BSW Program planning section.

Program requirements

For entrance requirements and other program details, please see the main **Bachelor of Social Work** section.

Course listings

For complete details on courses see the **course descriptions** section.

UNIVERSITY OF THE FRASER VALLEY
PROGRAM DEVELOPMENT & QUALITY ASSURANCE

MEMO

TO: UEC/CWC
FR: Chris Campbell, Associate Director PDQA
CC: Sylvie Murray, Dean, College of Arts; Linda Pardy, Associate Professor, Chair of PWG; Anna Griffith, Associate Professor, PWG member; Martha Dow, Associate Professor, PWG member Hardeep Kaur, Assistant to the Dean, College of Arts
RE: College of Arts Program Proposal – Certificate: Social Innovation
DATE: February 19, 2025

The Social Innovation certificate is being developed for consideration under the expedited program development process (UFV policy 21b – Procedures for Expedited Program Approval).

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

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

The proposal is now ready for UEC review and recommendation to APPC.

The following documents are available to UEC members in Teams and at **S:\Groups\UEC\2025-02-28 Social Innovation**:

1. Program Proposal
2. Proposal Appendices
3. Approvals Tracking Sheet

Memo for New Course

To: CACC

From: Anna Griffith and Linda Pardy

Date: October 25, 2024

Subject: Proposal for four new courses as the foundation of the Social Innovation Certificate

Note: With permission from UEC we are submitted one memo for each of the four courses, as the responses to each of questions are similar across the four courses. We have noted in this memo where each course scaffolds and builds towards enhancing Indigenization and EDI etc.

We are also requesting the approval of a new course code INNV. We have checked with UEC and this course code has not been used and consultation with David Johnston and Business have occurred to ensure there is no other area using INNV etc.

A full proposal for a new Social Invocation Certificate (SIC) was approved by the College of Arts Council on Oct 18, 2024. The following four courses are the core of the SIC and are being submitted to CACC for course approval.

- INNV 100: Foundations for Innovative Thinking
- INNV 200: Applied Innovation and Changemaking
- INNV 300: Innovation by Design: Relational Approached to Changemaking
- INNV 400: Advanced Social Innovation and Collaboration Leadership

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

The Social Innovation Certificate consists of four Innovation (INNV) courses (12 credits) which create the spine of the certificate, and 15-18 elective credits from a range of vetted elective courses housed within various disciplines. The goal of the four courses is to foster the social innovation capacities of students which they can then apply to their home discipline(s). This approach allows students to specialize in changemaking within specific disciplinary frameworks while bringing their expertise and perspectives into the advanced 300 and 400-level courses. By doing so, each course scaffolds and helps the certificate foster changemaking across a variety of disciplines and the university.

INNV 100 introduces foundational principles, mindsets, and skills of innovation including various problem-solving approaches and basic systems thinking from multiple perspectives. Throughout this course, students enhance their innovation-enabled character strengths such as curiosity, respect, and compassion, alongside practical skills like active listening, job crafting[1], and collaboration.

[1] Job crafting is an individualized skill that proactively takes steps and actions to redesign what work (whether paid or unpaid work) is done and how it is done to foster change and simultaneously align individual strengths, motives, and talents towards changemaking and the creation of meaningful and worthwhile work. Moore, 2019.

INNV 200 delves deeper into social innovation approaches, integrating perspectives from Indigenous, sustainability-focused, and Global South[2] contexts. Students work to more deeply understand interconnection, systems stories, and systems mapping. They apply systems thinking[3] and futures thinking[4] to analyze social challenges and identify opportunities for innovation. At this level students demonstrate innovation-enabled skills such as facilitation techniques, relationship building, and generative feedback, cultivating empathy and a sense of social and individual responsibility toward addressing societal issues.

INNV 300 and INNV 400 shift from theoretical and conceptual knowledge to action, ensuring students gain hands-on social innovation experience and become equipped to act.

In INNV 300, students assess social innovation opportunities within distinct cultural, social, and disciplinary frameworks. As they begin applying theoretical concepts and practices, emphasis is placed on relationality, power dynamics, and cultural contexts. Students co-design and implement inclusive social innovation projects in partnership with established community or university organizations, using evidence-based approaches to measure impact. This course develops student's professional-ready skills such as project management, collaborative leadership, self-reflexivity, and effective and adaptive communication skills.

INNV 400 takes a step further by engaging students in leading social innovation projects. Students establish or build upon relationships with community organizations and collaboratively lead, develop, and implement a social innovation project. A students-as-partners program model will be used. The examines ethical considerations in social change efforts and inclusive workplace innovation, evaluating the implications and unintended consequences of innovation interventions alongside analyzing power dynamics, privilege, and positionality in social innovation ecosystems. In this capstone, students self-evaluate their innovation-enabled character strengths such as compassion, awareness, patience, and vision. They also self-evaluate the innovation-enabled skills they have developed including collaborative leadership, creativity, problem solving, adaptive communication, and relationship building.

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):

Through the four courses, Innovation 100, Innovation 200, Innovation 300, and Innovation 400 students engage in experiential learning activities, transdisciplinary collaboration, job-crafting, and critical reflective practices that prepare them to become effective social innovators and leaders in their communities and workplaces. The courses are designed to be a space where students and faculty from

[2] Previously referred to as "developing countries" the term Global South refers to nations of the world with lower levels of economic and industrial development, historical experiences of colonialism, and ongoing structural inequities in global politics.

[3] A holistic approach to understanding complex problems by recognizing the interconnectedness of components or parts of a problem/system, emphasizing relationships, patterns, and feedback loops to identify root causes and leverage points for change.

[4] A forward-looking approach that explores potential future scenarios and signals of change while identifying trajectories for multiple possible futures and embracing uncertainty. It is used to inform strategic planning and decision-making to shape desired outcomes.

across the university meet and learn from each other, integrating their discipline-specific knowledge and approaches to create holistic, sustainable, and inclusive innovative solutions to real problems.

These four courses are the foundation of the entire certificate and as a result, a curriculum mapping exercise was conducted to map the Course Learning Outcomes (CLOs) to the Program Learning Outcomes (PLOs) and then the PLOs to UFV's ILOs, but also to the National Association of College and Employers (NACE) competencies, UNESCO Leadership competencies, and the Ashoka Changemaking competencies.

Emerging from this work are eight Program Learning Outcomes (PLOs) each relate to CLOs to ILOs as well.

Program Learning Outcomes

1. Develop capacities, characteristics, and attributes needed to participate in and lead social innovation work in the community and/or workplace.
2. Apply systems thinking processes with awareness of mental, emotional, physical, and spiritual aspects of changemaking.
3. Demonstrate innovation skills such as creativity, active listening, adaptive communication, facilitation techniques, job crafting, giving and implementing generative feedback, relationship building, asking systemic questions, and self-reflexivity.
4. Examine ethical considerations and power dynamics within social innovation work.
5. Engage in collaborative leadership and transdisciplinary collaboration with attention to positionality.
6. Contribute to sustainable social innovation and changemaking in the Fraser Valley, as well as in broader social, political, cultural, economic, and environmental contexts.
7. Respond proactively and responsibly to changing circumstances and environments with resilience, flexibility, and an openness to perspectives.
8. Champion creativity, inclusion, collaboration, risk-taking, and futures building.

The following tables summarizes the curriculum mapping for the courses in relation to connection to the program/certificate.

Table 1: # PLOs Addressing ILO

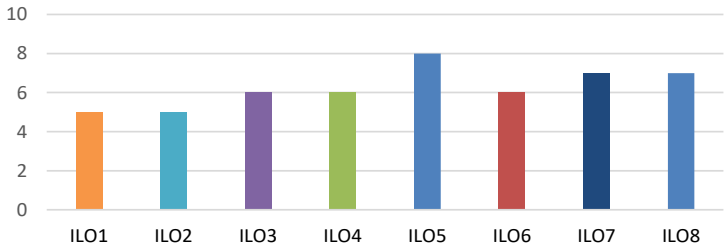


Table 2: Count of Outcomes per Course

Course #	PLOs Addressed	#ASHOKA	#UNESCO
INNV 100	5	7	8
INNV 200	8	8	8
INNV 300	8	8	8
INNV 400	8	7	8

*Total PLO 8, Total ASHOKA 13, Total UNESCO 8

Table 3: %Courses Addressing PLOs

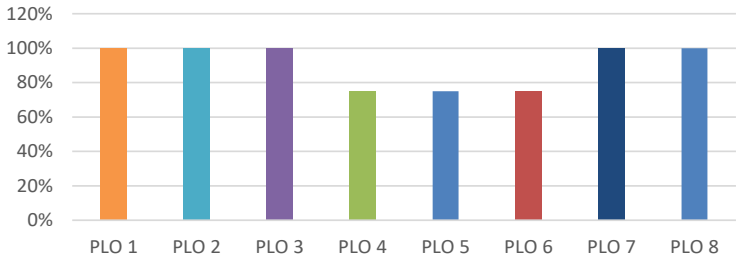
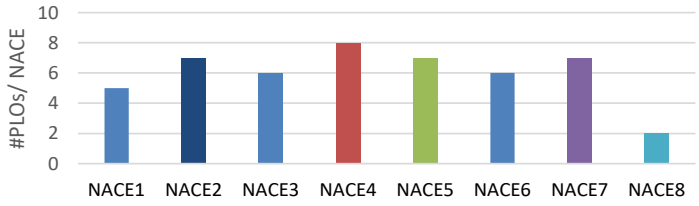


Table 4: # PLOs Adressing NACE Competencies



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

SIC can be taken as a stand-alone certificate or integrated into various degree requirements. The certificate's flexibility accommodates both current students and professionals or community members seeking to up-skill or enhance their qualifications. SIC fosters changemaking across a variety of disciplines and community stakeholders.

The Social Innovation Certificate (SIC) consists of four Innovation (INNV) courses (12 credits) which create the spine of the certificate, and 15-18 credits from a range of interdisciplinary elective courses. It aims to foster the social innovation capacities of students which they can then apply to their home discipline(s). This approach allows students to specialize in changemaking within specific disciplinary frameworks while bringing their expertise and perspectives into the advanced 300 and 400-level courses.

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

The consultation process has been thorough. In summer semester of 2023, a group of faculty from UFV completed a micro-credential Leading *Social Innovation in Higher Education* offered by Royal Roads University and Ashoka. The purpose of this training was to learn from and consult with institutions that have developed social innovation programming in the past. The training and consultation resulted in the UFV group contributing to a 5-year plan for curriculum, co-curriculum and research to enhance changemaking at UFV.

Consultation with the following groups has informed the creation of these courses.

2023-24 academic year.

- Ian Affleck
- Nicolle Bourget
- Martha Dow
- Anna Griffith
- Sylvie Murray
- Linda Pardy
- Kevin Wainwright

This group participated in a variety of brainstorming and course ideation sessions. The group concluded their work on April 30th and recommended an interdisciplinary social innovation certificate be created.

2024-25 academic year.

- Anna Griffith
- Martha Dow
- Sylvie Murray
- Kevin Wainwright
- Linda Pardy
- Clarie Hay
- Jennifer Deon
- Zina Lee
- Leah Douglas
- David Huesken
- Cindy Schultz
- Lindsay Spielman
- Nichaela Jacob

This group has consulted with their individual areas and deans and have provided input into the creation of the courses. Now as the suite of elective courses is being constructed all areas of the university are being further

Lorna Andrews and Leanne Joe have reviewed the courses and provided feedback. As well Chris Campbel from the PDQA Office has provided feedback.

5. If a new discipline designation is required, explain why: INNV is being proposed to ensure the courses have an interdisciplinary and transdisciplinary home. A Program Committee (unlike a discipline specific department) will administer the courses and certificate. The College of Arts will support this Program Committee.

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).

Changemaking, as defined at UFV, is the process of taking informed and intentional action to create positive cultural, social, environmental, or economic change while utilizing problem-solving approaches that embrace decolonization and Indigenization, sustainability, social justice, and transformative education practices. Changemaking practices the values embedded in Íyáqáwtxw, "House of Transformation." At UFV it is grounded in four core principles: Inclusive Empowerment; Decolonization and Indigenization; Sustainable Futures; and Reciprocity.

As already noted, each course advances student capacity. Each course centers on creating explicit learning opportunities that is decolonized and that deliberately decentres whiteness in decision making and helps people embrace unsettling practices useful in bringing about change to systems of dominant power. As Decter (2022) suggests:

> Referencing "settlement" as an act of invasion, …. "unsettling" signals a disturbance of the very crux of settler colonialism—that is, the occupation of Indigenous lands and the systems, structures, and beliefs that go with it. By invoking "unsettling" as a verb, the term points to the imperative of activation, while as an adjective the word suggests the necessary discomfort that comes with making change to dominant orders. Using it in the present participle form—unsettl*ing* as opposed to unsettl*e*—implies that the activation is both current and ongoing. As an inversion of "supremacy," "*de*premacy" suggests a deliberate decenter-ing of whiteness—an attitude that challenges existing power relations and assumptions of white settler authority. (p 2)

Each course aims to foster innovation, systems thinking, job-crafting, and collaborative problem-solving skills while encouraging critical reflection on ethical considerations, inclusion, and power dynamics. It approaches social innovation from multiple perspectives including Indigenous frameworks and those that emerge from the Global South. It also rests on an understanding that social innovation is intricately connected to sustainability (i.e., social, environmental, and economic sustainability). This expansive view of social innovation differentiates this certificate from others in Canada and enables students to develop and implement sustainable solutions across various sectors and disciplines.

"Apply systems thinking processes with awareness of mental, emotional, physical, and spiritual aspects of changemaking," resonates with Indigenous epistemologies that consider learning and knowing within all four domains, as outlined by Cindy Blackstock (qtd. In Antoine et al., *Pulling Together: A Guide for Curriculum Developers,* 2018).

The courses are framed using Kirkness and Barnhardt's (2001) four values of Indigenous education that they stress can direct Indigenization. These are "respect, responsibility, relevance, and reciprocity." A fifth R, "relationships", was later added (Restoule, 2019). These five Rs are used to organize course outcomes and course delivery by weaving these values into the course structure to build awareness and capacity as students move from INNV 100 to INNV 400. In addition, these values form a robust reflective tool where students and faculty teaching in the certificate can reflect on the process and product of learning through the lens of the five R's. Relationships form the center of this reflection with the other values intersecting.

INNV 100 introduces students to systems thinking from Indigenous perspectives, promoting the importance of interconnectedness and holistic approaches by incorporating examples such as two-eyed seeing methodolologies, storywork, and dialogic learning framed by the practice of the Five Rs as students prepare to take on changemaking roles and responsibilities to decolonize and Indigenize.

INNV 200 includes case studies and discussions of Indigenous social innovation practices, enhancing cultural competence, empathy, and draws from the Seventh Generation Principle (Haudenosaunee) to explore sustainability; the Seven Grandfather Teachings is also used to describe attributes that enhance changemaking.

INNV 300 involves community-based projects that will include partnerships with Indigenous organizations such as Stó:lō Tribal Council, Kwantlen First Nation, Seabird Island, and Stó:lō Community Futures. These relationships provide essential experiences for students that enhance Indigenous knowledge and practices, fostering respect and understanding.

INNV 400 focuses on unsettling by addressing ethical considerations and power dynamics, including the impact of privilege and positionality in social innovation ecosystems.

The certificate design specifically includes and promotes Indigenous perspectives through the following learning outcomes:

- **INNV 100:** Apply a mental, emotional, physical, and spiritual approach to systems thinking from various perspectives (i.e., Western systems thinking, Indigenous systems thinking, Human-centered systems thinking).
- **INNV 200:** Define various approaches to social innovation (i.e. Indigenous, sustainability-focused, and Global South perspectives) and their relevance in addressing complex challenges.
- **INNV 300:** Examine social innovation opportunities and methodologies from Indigenous, global, and cross-disciplinary[5] perspectives.
- **INNV 400:** Address ethical considerations in social change efforts, including the implications and unintended consequences of social innovation interventions.

The incorporation of Indigenous knowledge systems along with intentional unsettling teaching and learning practices infused into the curriculum and the certificate's focus on ethics, power dynamics, care, and multiple perspectives acknowledges the importance of relational and inclusive approaches to

[5] Examining something cross-disciplinarily means looking at a topic or problem through the lens or perspective of different distinct disciplines without merging their methods or theories. This approach uses insights from one field to better understand or solve issues in another, while keeping the boundaries of each discipline clear and separate.

innovation. Each course incorporates Indigenous resource material, drawing on the work of Melanie Goodchild (2020; 2021), Jennifer Grenz (2024), Leanne Betasamosake Simpson (2017), and Zoe Todd (2014).

All capstone work starting in INNV 300 and INNV 400 will be designed using Smith's (2012) recommended decolonizing methodologies, Barlett, Marshall, and Marshall's (2012) principles of two eyed seeing and informed by Louie, Pratt, Hanson, and Ottmann's (2017) 25 pedagogical practices. These approaches will enhance Indigenous student engagement in the certificate, while also creating a greater awareness and new approaches for non-Indigenous students, faculty, employers and community partners.

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

The guiding principle of the Social Innovation Certificate is EDI and inclusion. These courses are the EDI foundation courses that support the certificate. They help equip students and community partners with skills, knowledge, attributes, mindsets, strategies, and experiences needed to act, unsettle, bring about change and self-manage their lives, work, civic and global participation towards social change, reconciliation, equity, inclusion and diversity (EDI), and the creation of inclusive workplaces.

The courses serve changemaking in a variety of contexts such as social justice, social movements, sustainability, inclusive workplace innovations, social entrepreneurship, corporate social responsibility, complexity management[6], responsive and collaborative leadership, social-ecological transformation, decolonial and anti-racist movements, and institutional innovation.

Equity, Diversity, and Inclusion (EDI) are woven throughout the certificate through the progression of the four INNV courses, which supports UFV's EDI Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement.

EDI principles are visible within the program learning outcome *examine ethical considerations and power dynamics within social innovation work* which promotes analysis of structural and systemic power relations.

Diversity of perspectives and inclusivity is promoted within the following learning outcomes:

- **INNV 100:** Apply a mental, emotional, physical, and spiritual approach to systems thinking from various perspectives (i.e. Western systems thinking, Indigenous systems thinking, Two-eyed seeing, Human-centered systems thinking).
- **INNV 200:** Define various approaches to social innovation (i.e. Indigenous, sustainability-focused, and Global South perspectives) and their relevance in addressing complex challenges.
- **INNV 300:** Examine social innovation opportunities and methodologies from Indigenous, global, and cross-disciplinary perspectives; Design an inclusive and impactful social innovation project in partnership with a university, community, or workplace organization using evidence-based approaches to measure impact.

[6] Complexity management draws on complexity theory (Grosser, 2017; Straub, 2013) to acknowledge the growing complexity of issues and circumstances that those using systems thinking, project management, or business management strategies need to consider so that they can contribute positively to change as opposed to creating additional barriers or making matters worse.

- **INNV 400:** Address ethical considerations in social change efforts; Evaluate the implications and unintended consequences of social innovation interventions; Analyze power dynamics, privilege, and positionality in social innovation ecosystems; and Develop leadership strategies for fostering inclusive workplace/community innovation practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: See attached memo from Dr. Sylvie Murray, Dean of Arts.

9. Estimate of the typical costs for this course, including textbooks and other materials: $150 per course

CWC comments and responses:

*(Also on tracking sheet available to UEC members at **S:\Groups\UEC\2025-02-28 Social Innovation**)*

INNV 100:

- Should prerequisites include admission to the Social Innovation certificate, particularly given that PLAR is not available because "this is an applied experiential course that is foundational to the design of the certificate"?

  Our aim for INNV 100 is to introduce any student or community member interested in Social Innovation to the concept and possibility by trying INNV 100. We want INNV 100 to be as open and flexible as possible. Having open access to at least one social innovation course will support the Ashoka accreditation as well. We hope from INNV 100 students become keen to take the full certificate – but it is not necessary for anyone in INNV 100 to be admitted to SIC. Students can apply directly to SIC or randomly take INNV 100 as an elective. The class size is set at 36 so there is room – especially in the first few years as we grow the certificate. As for PLAR – we are not concerned PLAR will not be available as we do not think it will have a negative impact on enrolment or individual student goals.

- Learning outcome #2: suggest change "explore" to a more measurable verb, such as "use" or "describe".

  From a structural curriculum building point of view, we understand this feedback. However, the SIC is specifically designed to question structures, and create conditions for students to take risks and fail. The students will be exploring, self-reflecting, and self-assessing their processes and discoveries. "Use" and "describe" on a learning outcome taxonomy scale are too low. Student learning will be assessed based on how willing they are to explore, ask questions, and take risks.

They will be asked to reflect on the process and not a deliverable or product etc. We are happy to discuss this further at UEC but would like to retain "explore" if possible.

- Learning outcome #8: suggest changing "practice" to "apply" or "use".

  Like the comment above we would like to see the INNV courses gently push against dominant curriculum structures. Students will be assessed on whether they are willing to "practice" the techniques listed even if they fail. Again, this is something that would be a better discussion than an email response. The heutagogical praxis methods used in the SIC are rather new to UFV and therefore may need a little flexibility in how learning outcomes have traditionally been presented.

INNV 200:

- Learning outcome #8: How will this be assessed? Is there a more measurable verb that could be used in place of "cultivate"?

  The reference to empathy in this outcome is not to "easy empathy" when we relate to something another person is going through because we have experienced something similar. This outcome introduces students to "hard empathy" which is action orientated and takes creative and imagination skills. Here is link to a quick reference, but empathy is academically and practically complex – however essential is social innovation work. Empathy is the first step in design thinking and is fundamental in futures thinking processes; both are formal approaches used in the certificate. Futuring is found in LO #4 of INNV 200, and Design Thinking is found in LO# 2 of INNV 100. The verb "cultivate" was motivate by critical studies on empathy and from Carolyn Pedwell's (2012, 2014) work – where she suggests the importance of trying to cultivate empathy -as in helping people to self-explore and self-evaluate their hard empathy capacities. The word cultivate acknowledges that people coming into the social innovation learning space already have empathy – and through further development and exploration their skills can be "cultivated".

  To assess "Cultivate" we will use multiple self-evaluation techniques, process journals, and transfer of learning projects/presentations through a culture of observation and dialogic models. We will also be able to assess this learning outcome with pre-and post assessments. Their growth in empathy will also be visible within their case studies and futuring scenarios.

  Pedwell, C. (2012). Economies of empathy: Obama, neoliberalism, and social justice. Environmental Planning D: Society Space Environment and Planning, 30(2), 280–297.

  Pedwell, C. (2014). Affective relations: The transnational politics of empathy. Palgrave Macmillan.

INNV 300:

- No comments.

INNV 400:

- Learning outcome #6 is unclear and could be read in more than one way; can this be clarified? (Will students be developing a portfolio/toolbox, or responding to case studies?)

  The intention of this outcome is to create a learning climate where individual development is fostered. There is a multitude of leadership strategies, and they need to be intentionally selected and developed depending on an individual's personality, strengths, weaknesses, and goals etc. This learning outcome asks students to develop a leadership strategy that fosters inclusivity to be used in their experiential project. It will require students to adapt and be responsive as they put this learning outcome into practice. Leadership is contextual, situational, and positional. Specific leadership strategies are not being assessed. What is being assessed is the student's ability to develop the leadership skills they need for the situation and context they are in, or the problem they are trying to resolve. Students will develop a strategy, try it out, and then reflect on what happened and what they learned about fostering inclusive workplaces or projects.

  It would be okay if students read this outcome in more than way – there is no one-size fits all that aligns to social innovation work. It will also be okay if students demonstrated their learning or leadership development through a portfolio or toolbox, but they will also be encouraged to design how they want to share and demonstrate their leadership development. We don't see where responding to case studies will be effective because the experiential aspects of this course will be the student's live case studies and individualized to each student's context and partner. What is being assessed is did the student develop leadership strategies that will work for them, and this will be done by witnessing if the students can articulate what their leadership skills are and where they need to further develop.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: INNV 100	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Foundations for Innovative Thinking **Course Short Title:** Foundations for Innv Thinking	
Faculty: Faculty of Social Sciences	**Department/School:** Social Innovation Program Committee

Calendar Description:

This course introduces the fundamental principles and practices needed for social innovation. It includes Indigenous knowledge, worldviews, and perspectives on innovative thinking. Students explore creative thinking and systems thinking to cultivate an innovation mindset, character strengths, and attributes used to solve chronic complex problems. Students explore various traits, processes, frameworks, and techniques that transfer across disciplines and diverse fields where innovation and collaboration are essential.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this is an applied experiential course that is foundational to the design of the certificate.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	November 8, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Generate innovative ideas using divergent and convergent thinking processes and evaluation skills.
2. Explore different problem-solving approaches, such as design thinking, systems thinking, and lateral thinking, to address complex challenges creatively.
3. Adapt to changing circumstances and environments with resilience, flexibility, self-reflexivity, and an openness to new perspectives.
4. Collaborate effectively with individuals from diverse backgrounds, disciplines, and perspectives to leverage collective strengths.
5. Apply a mental, emotional, physical, and spiritual approach to systems thinking from various perspectives (i.e. Western systems thinking, Indigenous systems thinking, Human-centered systems thinking).
6. Demonstrate important innovation-enabled character strengths (i.e. curiosity, respect, compassion, awareness, vision, courage, patience, and flexibility).
7. Describe the interconnectedness of systems, stakeholders, and change processes recognizing the ripple effects of actions and decisions across various domains.
8. Practice innovation-enabled skills. (i.e. active listening, storytelling and story listening, facilitation techniques, generative feedback, relationship building, collaboration, asking systemic questions, self-evaluation).

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

Project:	30%	Holistic assessment:	25%		%
Assignments:	45%		%		%

Details:

- Collaborative case studies
- Design journals
- Presentations
- Creative process assignments (posters, experiments, demonstrations, podcasts)

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, facilitated in-class collaborative work, 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.	Indigenous knowledge	Melanie Goodchild	Relational Systems Thinking; Journal of Awareness Based Systems Change	2021
2.	Online resource	Jeremy Millard	How Social Innovation Underpins Sustainable Development; Semantic Scholar	2017
3.	Other	Jane McGonigal	Imaginable; Spiegel & Grau	2022
4.	Video	Melanie Goodchild	ISHPIMING: The Above World; REDTalks Series	2020
5.	Indigenous knowledge	Jennifer Grenz	Medicine Wheel for the Planet; Knopf Canada	2024

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

Course Content and Topics

In addition to the learning outcomes this course will include the explicit evaluation of career readiness core competencies as outlined by the National Association of Colleges and Employers (NACE): https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

- **Creative thinking and innovation**
  - Understanding creative process and its importance in innovation
  - Techniques for idea generation and creative problem-solving
  - Exploration of cognitive biases and barriers to creativity
  - Exercises to foster trust, communication, and collaboration
- **Cultivating an innovation mindset**
  - Distinguishing conventional forms from systems or creative thinking
  - Stages and processes of innovation and change
  - Why change is hard

- Embracing failure as a catalyst for growth and learning
- Case studies of innovative thinkers and disruptors
- Mindfulness practices for cultivating a resilient and innovative mindset

- **Building a foundation for innovation**
  - Strategies for embracing change and uncertainty with adaptability
  - Introduction to Futures Thinking
  - How to explore current reality or states to build a foundation for change.
  - Build collaborative and generative skills and capacities
- **Understanding interconnectedness**
  - Systems thinking as a tool for understanding complex interrelationships.
  - Indigenous systems thinking and human-centered systems thinking
  - Establishing creative/systems thinking as a catalyst for change
  - Introduction to ecosystem mapping
  - Analyzing interconnected systems and their implications
  - Group projects exploring the interconnectedness of social, environmental, political, cultural, and economic systems
- **Reflexive practice: becoming a social innovation thinker and team member**
  - Presentation of group projects with peer feedback and reflection on the collaborative process
  - Reflective practice: synthesizing learning experiences and setting goals for continued growth
  - Develop an individualized transfer of learning plan

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
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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: INNV 200	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Applied Innovation and Changemaking **Course Short Title:** Applied Innv & Changemaking	
Faculty: Faculty of Social Sciences	**Department/School:** Social Innovation Program Committee

Calendar Description:

Students develop essential mindsets and skills for creative problem-solving and innovation to address complex societal and/or workplace challenges. Through learning by doing, students engage in interdisciplinary collaboration and practice systems thinking. By applying a combination of theoretical discussions, case studies, and experiential learning activities, students practice various approaches to social innovation. Multiple worldviews and perspectives are examined including Indigenous and Global South perspectives.

Prerequisites (or NONE):	INNV 100.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this is an applied experiential course that connects the applied project to the delivery and design of the certificate.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	November 8, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Define various approaches to social innovation (i.e. Indigenous, sustainability-focused, Global South perspectives) and their relevance in addressing complex challenges.
2. Map a systems structure using a systems story and the basic language of systems thinking.
3. Apply systems thinking to analyze social challenges and/or complex problems.
4. Practice futures thinking skills (i.e., consider futures scenarios; identify plausible, probable, and preferable futures; recognize trajectories; identify signals and trends; understand normalcy bias).
5. Use creative thinking techniques to identify opportunities for innovation in interconnected systems.
6. Demonstrate innovation-enabled skills (i.e., active listening, storytelling and story listening, facilitation techniques, generative feedback, relationship building, collaboration, asking systemic questions, self-evaluation).
7. Foster collaboration and teamwork effectively across projects, sectors, and disciplines.
8. Cultivate empathy and a sense of social and individual responsibility towards addressing societal issues.

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

Project:	30%	Holistic assessment:	25%		%
Assignments:	45%		%		%

Details:

- Collaborative case studies
- Design journals
- Presentations
- Stakeholder/theory mapping
- Creative process assignments (posters, experiments, demonstrations, podcasts)

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, facilitated in-class collaborative work, 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.	Other	Jane McGonigal	Imaginable; Spiegel & Grau	2022
2.	Other	David Stroh	Systems Thinking for Social Change; Chelsea Green Publishing	2015
3.	Indigenous knowledge	Melanie Goodchild	Creating Change Together: Relaitonal Systems Thinking and Indigenous Knowldge; RSA Replay	2022
4.	Article	Kutoma Wakunuma et al.	Reconceptualizing Responsible Research and Innovation from a Global South Perspective; Journal of Responsible Innovation	2020
5.	Indigenous knowledge	Jennifer Grenz	Medicine Wheel for the Planet; Knopf Canada	2024

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

Course Content and Topics

In addition to the learning outcomes this course will include the explicit evaluation of career readiness core competencies as outlined by the National Association of Colleges and Employers (NACE): https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

- **Applied creative thinking and innovation**
  - Creativity and innovation mindsets theory and practice
  - Addressing complex challenges with creative techniques
  - Applied exercises in creative problem solving and ideation skills
  - Applied teamwork and trust building
- **Social innovation**
  - History of social innovation in different contexts
  - Defining social Innovation
  - Theories of social innovation practices
  - Exploring social innovation within different sectors, disciplines, and contexts
  - Failing forward: Why it is important

- Identifying complex problems and major projects

- **Systems thinking and opportunity identification**
  - Introduction to systems thinking and its application in social innovation
  - Identifying opportunities within complex systems – Fraser Valley case studies
    - Planning and process
    - Data collection practices
    - Stakeholder engagement
    - Field work skills
    - Team building
  - Analyze the role of teams and diversity to promote creativity and innovation
  - Guest speakers from university and community organizations involved in social innovation projects
  - Systems analysis of the complex problem chosen for the major project
  - Futures thinking skills and techniques
  - Applying futures thinking to systemic challenges
- **Interdisciplinary collaboration and applied projects**
  - Techniques for generating innovative solutions
  - Professional futures skill building
  - Collaborative project work to develop a social innovation initiative
  - Presentations and peer feedback sessions to iterate and refine project ideas
- **Synthesis and reflection**
  - Synthesize key concepts of creative problem-solving, social innovation, and collaborative leadership
  - Reflect on learning experiences throughout the course
  - Giving and receiving feedback
  - Stakeholder engagement
  - Future building
  - Team building/momentum

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: INNV 300	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Innovation by Design: Relational Approaches to Changemaking **Course Short Title:** Innovation by Design	
Faculty: Faculty of Social Sciences	**Department/School:** Social Innovation Program Committee

Calendar Description:

Students examine social innovation and relationality from a multiplicity of worldviews including Indigenous and Global South perspectives. Students apply systems thinking to a variety of sectors and disciplines to identify opportunities and challenges, measure impact, and lead applied learning projects through cross-sector projects and partnerships between the university and workplace/ community organizations. Students advance their skills in systems thinking, adaptive communication, project management, evaluation, and creative problem-solving. They implement job crafting to improve creativity, project satisfaction, and performance.

Prerequisites (or NONE):	INNV 200.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	25
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this is an applied experiential course that facilitates the applied project required in INNV 400 as specifically designed for the certificate.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	November 8, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Examine social innovation opportunities and methodologies from Indigenous, global, and cross-disciplinary perspectives.
2. Apply core theoretical concepts and practical strategies of innovation, recognizing relationality, power dynamics, and multiple cultural contexts.
3. Identify leverage points for intervention within complex social challenges.
4. Design an inclusive and impactful social innovation project in partnership with a university, community, or workplace organization using systems thinking and evidence-based approaches to measure impact.
5. Collaborate effectively across sectors, disciplines, and work habits.
6. Demonstrate professional-ready skills (i.e. iterative thinking, resiliency, adaptability, relationship building, project management, collaborative leadership, self-reflexivity, effective and adaptive communication).
7. Engage in a social innovation collaborative learning project in partnership with a community or university organization.
8. Demonstrate empathy and cultural competence.

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

Project:	30%	Holistic assessment:	25%		%
Assignments:	45%		%		%

Details:

- Collaborative case studies
- Reflection journal
- Presentations
- Stakeholder/theory mapping
- Systems analysis
- Project proposal (including impact measurement)
- Project documentation and reporting
- Creative process assignments (posters, experiments, demonstrations, podcasts, blog post)

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, facilitated in-class collaborative work, presentations, stakeholder meetings.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Sarah Ahmed	On Being Included; Duke University Press	2012
2.	Video	Dimeji Onafuwa	The Importance of Design Beyond Inclusivity; ethos	2021
3.	Other	Ruha Benjam	Race After Technology, Polity	2019
4.	Indigenous knowledge	Leanne Betasamosake Simpson	As We Have Always Done, University of Minnesota Press	2017
5.	Indigenous knowledge	Zoe Todd	"Indigenizing the Anthropocene" in Art in the Anthropocene; Open Humanities Press	2014

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

Course Content and Topics

In addition to the learning outcomes this course will include the explicit evaluation of career readiness core competencies as outlined by the National Association of Colleges and Employers (NACE): https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

- **Systems thinking for innovation**
  - Review of social innovation principles and social innovation within specific sectors
  - Review of systems theory and systems analysis; its application within social innovation
  - Systems stories, mapping social systems, and identifying interconnected challenges
  - Systems mapping exercises and introduce community/university partners
- **Cross-sector collaboration and communication**
  - Strategies for building partnerships and collaborating across sectors and disciplines
  - Case studies of successful collaborations (global case studies highlighting social justice, social enterprise, and sustainability-focused projects)

- Ethical considerations and best practices in cross-sector and cross-community collaboration
- Techniques for effective communication (applied activities in role-playing, persuasive storytelling, and reflective listening)

- **Applied projects**
  - Collaborative projects with pre-selected organizations or community partners
  - Working across sectors and disciplines to address complex challenges
  - Innovations in workplace ecosystems
  - Importance of measuring impact in social innovation projects
- **Measuring impact and professional engagement**
  - Introduce methods for social impact assessment and data analysis
  - Social impact assessment based the collaborative projects
  - Crafting persuasive narratives to engage stakeholders and create impact
  - Workshop persuasive storytelling and professional presentation
- **Project showcase and reflection**
  - Showcase applied projects to peers and invited guests
  - Groups deliver “Impact Story” to community/university partner
  - Reflect on personal and group learning experiences

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: INNV 400	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Advanced Social Innovation and Collaborative Leadership **Course Short Title:** Advanced Social Innovation	
Faculty: Faculty of Social Sciences	**Department/School:** Social Innovation Program Committee

Calendar Description:

Students develop leadership skills and strategies necessary to drive systemic change through social innovation with attention to Indigenous approaches and worldviews. They explore collaborative leadership practices and produce a student-led social innovation project. Students work closely with a community organization/employer to gain practical experience in leading collaborative projects and develop effective and impactful job crafting skills.

Prerequisites (or NONE):	INNV 300.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	10
Tutorials/workshops	10
Experiential (work-integrated learning)	25
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this is an applied experiential course that facilitates the applied project specifically designed to meet the program outcomes of the certificate.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	November 8, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Use various thinking styles in a social innovation context (i.e. creative, systems, generative, entrepreneurial, futures, sustainability).
2. Lead collaboratively an interdisciplinary or cross-sector applied project.
3. Apply systems and data analysis techniques to address complex societal challenges.
4. Address ethical considerations in social change efforts evaluating the implications and unintended consequences of social innovation interventions.
5. Analyze power dynamics, privilege, and positionality in social innovation ecosystems.
6. Develop leadership strategies for fostering inclusive workplace/community innovation practices.
7. Self-evaluate innovation enabled character strengths (i.e. curiosity, respect, compassion, awareness, vision, courage, patience, empathy, adaptability, flexibility)
8. Self-evaluate innovation-enabled skills (i.e. active listening, storytelling and story listening, project management, facilitation, impact evaluation, generative feedback, relationship building, collaboration, adaptive communication, asking systemic questions).

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

Project:	45%	Holistic assessment:	25%		%
Assignments:	30%		%		%

Details:

- Self-evaluations
- Reflection journals
- Presentations
- Leadership skills audit
- Project documentation (systems and data anlaysis, project proposal, impact measurement, communication of project impact)
- Creative process assignments (posters, experiments, demonstrations, podcasts, blog posts)

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, facilitated in-class collaborative work, 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.	Other	Marti Spiegelman, Todd Hoskins, and Melanie Goodchild	Episode 19: Braiding & Balancing Wisdom with Melanie Goodchild; Leading from Being Podcast	2021
2.	Video	Syrus Marcus Ware	Sit With the Discomfort; Walrus Talks	2017
3.				
4.				
5.				

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

Course Content and Topics

In addition to the learning outcomes this course will include the explicit evaluation of career readiness core competencies as outlined by the National Association of Colleges and Employers (NACE): https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

- **Ethical considerations in social innovation**
  - Explore ethical dilemmas and decision-making frameworks in social innovation
  - Intersectionality, power dynamics, and positionality in social justice advocacy and workplace ecosystems
  - Self-assessment exercises and development of personal leadership philosophy and communication practices
  - Systems analysis and initial project design with group
- **Entrepreneurial thinking and cross-sector projects**
  - Where does entrepreneurial thinking fit?
  - Strategies for building partnerships and collaborating across sectors and disciplines

- Case studies of successful collaborations (global case studies highlighting social justice, social enterprise, and sustainability-focused projects)
- Ethical considerations and best practices in cross-sector and cross-community collaboration
- Techniques for effective communication and collaborative leadership (applied activities in role-playing, persuasive storytelling, and reflective listening)

- **Applied projects**
  - 4 weeks of project work
  - Weekly check-in with the course instructor and community partner
- **Capstone celebration and reflection**
  - Presentation of projects to peers, partners, and invited guests
  - Reflection on personal leadership development and growth throughout the course
  - Celebration of achievements

Memo for Course Changes

To: FECHDCC

From: Department head, Amea Wilbur

Date: October 9, 2024

Subject: Proposal for revision of ADED 360 Adult Education in Canada: Histories and Trends

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

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

2. Rationale for change: ADED 360 is being revised as a normal part of our course outline renewal. In addition, we have streamlined the learning outcomes and the calendar description to more faithfully direct instructors in supporting students in learning how to critically examine and consider the historical, social, political, and economic influences that have shaped the field of adult education in Canada.
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):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? – **The changes do not impact any other programs.**
5. Which program areas have been consulted about the change(s)? **– N/A**
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
   - Learning Outcomes #1, 2 & 3 and course material including lectures, readings, videos and assignments are used to analyze the impact of colonialism and racism in adult education on Indigenous communities.

- The course explores diverse Indigenous peoples' voices and impacts in adult education principles and practices (including Inuit and Métis) through the readings and other material selections.

- Learning Outcome # 3 addresses the identification of the institutional and professional barriers to the inclusion of Indigenous content from a historical perspective in adult education.
- This supports efforts of reconciliation within the TRC Calls to Action and UNDRIP.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   - Learning Outcome # 4 & 5 focuses on ADED 360 learners making explicit their own values and principles with respect to adult education history.
   - The course moves away from lecture style course delivery to classroom design that encourages dialogue (small groupings; and other approaches). The course uses arts based and non-dominant forms of demonstrating understanding including poster creation, reflective writing and oral assignment options. Choice is offered in assignment topics.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **$50 - $100.**

ORIGINAL COURSE IMPLEMENTATION DATE:	March 1995
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 360	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Adult Education in Canada: Histories and Trends **Course Short Title:** Adult Education in Canada	
Faculty: Faculty of Education, Community, & Human Dev.	**Department/School:** Adult Education

Calendar Description:

Focuses on the development of adult education as a practice and movement in Canada with critical consideration of the historical, social, political, and economic influences that have shaped the field. Emphasis is on examining how adult education practices shape and are shaped by ideology and values.

Prerequisites (or NONE):	30-university-level credits or department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	12
Tutorials/workshops	33
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 18, 2024
Faculty Council approval	**Date of meeting:**	November 15, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Analyze the historical development of adult education in Canada.
2. Review significant initiatives, practices, institutions, movements, and personalities in the development of adult education in Canada, and situate these in the economic, social, and political contexts of the time.
3. Critically reflect on the histories of adult education as an agent of oppression and/or an agent of social change.
4. Represent a particular movement, initiative, personality, institution, or organization important for the development of adult education in Canada.
5. Relate personal/and/or professional values and practices to the historical context to adult education.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignment 1: individual chapter summary (15%)
Assignment 2: reflective journal or video (30%)
Assignment 3: poster presentation (10% outline and 25% poster)
Assignment 4: contributions to the learning of others and participation self-assessment (20%)

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

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

Readings, lectures, class discussion, 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	Title and publication/access details	Year
1.	Textbook	Gouthro, P	*Life histories of Canadian women as active citizens: Implications for policies and practices in adult education*. Canadian Journal for the Study of Adult Education, 21(2), 19-35.	2009
2.	Article	McLean, S	*From Territory to Human Resources: A History of Colonial Adult Education in the Central Arctic.* Historical Studies in Education/Revue d'histoire de l'éducation.	2017
3.	Article	Smythe, S., Wilbur, A., & Hunter, E.	*Inventive pedagogies and social solidarity: The work of community-based adult educators during COVID-19 in British Columbia, Canada.* International review of education. Internationale Zeitschrift fur Erziehungswissenschaft. Revue internationale de pedagogie, 67(1-2), 9–29.	2021
4.	Journal	Walter, P.	*Literacy, Imagined Nations, and Imperialism: Frontier College and the Construction of British Canada, 1899-1933*. Adult Education Quarterly, 54(1), 42–58. https://doi.org/10.1177/0741713603257090	2003
5.	Journal	Welton, M.	*Cunning Pedagogics: The Encounter between the Jesuit Missionaries and Amerindians in 17th-century New France.* Adult Education Quarterly, 55(2), 101–115. https://doi.org/10.1177/0741713604271853	2005
6	Textbook	Welton, M.	*Unearthing Canada's Hidden Past: A Short History of Adult Education* Thompson Educational Publishing	2012

Course Content and Topics

Week 1: Welcome and introductions
Week 2: Encounters in the new world/colonization and adult education
Week 3: Adult learning in the age of improvement
Week 4: Adult learning in the age of the "great transformation"
Week 5: Adult learning and the crisis of democracy
Week 6: Literacy: a historical perspective
Week 7: Adult learning under siege in a disordered world
Week 8: Gender and adult education
Week 9: Labour education and adult education
Week 10: Adult education and indigenous peoples
Week 11: Social movement learning (environmental movements)
Week 12: Poster presentation
Week 13: Looking ahead and recent history

Memo for Course Changes

To: FECHDCC

From: Department head, Amea Wilbur

Date: October 8, 2024

Subject: Proposal for revision of ADED 380 Educational Technologies

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

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

2. Rationale for change: ADED 380 is being revised as a normal part of our course outline renewal. We have streamlined and clarified the calendar description and learning outcomes to more faithfully direct instructors in supporting students in their selection and implementation of learning technologies to incorporate languages, oral traditions, and knowledge systems in blended and online learning environments.
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).
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **– The changes do not impact any other programs.**
5. Which program areas have been consulted about the change(s)? **N/A**
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
   - Learning Outcome #5 and course materials including lectures, textbooks, readings, and assignments are used to enhance educational technologies towards decolonization and Indigenization.

- Learning Outcome #5 addresses the importance and practice of oral traditions and Indigenous ways of knowing in the culture and politics of educational technologies.
- The course explores the role of colonialism in technology and investigates approaches to decolonizing educational technologies.
- The above supports the efforts of reconciliation within the TRC Call to Action and UNDRIP.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
    - Learning Outcomes #2, 3, and 4 address the issues of accessibility, disability, equity, and diversity in educational technologies from both national and global contexts.
    - The course moves away from traditional lectures by implementing critical digital pedagogy as a core pedagogical practice that enhances critical thinking through multimodal teaching methods.
    - The course offers non-traditional assessments through critical reflection, community building, and classroom engagement that foster and reflect students' experiences and voices.

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: April 1996
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 380	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Educational Technologies **Course Short Title:** Educational Technologies	
Faculty: Faculty of Education, Community, & Human Dev.	**Department/School:** Adult Education

Calendar Description:

Focuses on analyzing and understanding educational technologies as cultural and political tools that are shaped by various forms of education, while simultaneously reinvigorating languages, oral traditions, and knowledge systems. Through critical digital pedagogy, students will select, implement, and evaluate appropriate current learning technologies for use with adult learners in face-to-face, blended, and online learning environments.

Prerequisites (or NONE):	30-university-level credits or department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	12
Tutorials/workshops	33
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 18, 2024
Faculty Council approval	**Date of meeting:**	November 15, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Evaluate theories and approaches related to technology-assisted learning.
2. Explain the role of technology in accessibility and disability.
3. Demonstrate an awareness of technology and adult education in global contexts.
4. Critically analyze technology and media from an equity perspective.
5. Analyze understanding of the role of internet technology in oral tradition and Indigenous knowledge.
6. Evaluate the practical applications and challenges of technologies in various adult learning settings.

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

Assignments:	100%	%	%
	%	%	%

Details:

Critical analysis of current issues and traditions of educational technologies (30%)
Reflective documentation of learning with educational technologies (20%)
Class engagement and participation (20%)
Final project: design a unit of instruction using educational technology (30%)

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

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

Methods include online discussions based on course readings, collaborative activities, self-directed activities, individual reflection, and assigned readings.

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

	Type	Author	Title and publication/access details	Year
1.	Textbook	Shareef, S., & Nithyanantham, V.	*Fundamentals of educational technologies.* Bentham Science Publishers, Singapore.	2022
2.	Textbook	Gumbo, M. T., & Williams, P. J.	*Indigenous technology knowledge system: Decolonizing the technology education curriculum.* Springer.	2023
3.				
4.				
5.				

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

Course Content and Topics

Course overview – expectations and discussion of plan for the course
Flipped classroom
Learning theories and best teaching practices
Accessibility, equity, diversity and other relevant policies and issues
Exploring different types of educational technologies
Using educational technologies in adult teaching and learning
Production pedagogy
Digital/media literacy
Copyright and Creative Commons licenses
Decolonization and links to technology
Creating opportunities for specific types of learning activities by using educational technologies
Opportunities for students to learn from and with each other
Evaluating the use of educational technologies from multiple perspectives
What's more important – the tool or the learning?
Review of learning and closing activities

Memo for Course Changes

To: FECHDCC

From: Department head, Amea Wilbur

Date: October 7, 2024

Subject: Proposal for revision of ADED 415 Facilitating e-Learning

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

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

2. Rationale for change: ADED 415 is being revised as a normal part of our course outline renewal. We have modified the prerequisites as foundational understanding of core adult education principle and practice are crucial for advanced topics covered in ADED 415. The addition of the prerequisite courses increases the likelihood of student success in the course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs). **N/A**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? – **The changes do not impact any other programs**.
5. Which program areas have been consulted about the change(s)? **– N/A**
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
   - Learning outcome #3 and #5, evaluation methods, textbooks, reading materials, and lectures analyze the impact of colonialism and implement Indigenization into online teaching practices.

- The course implements diverse Indigenous ways of knowing through assigned materials such as texts, videos, and podcasts. The assessments include Indigenous approaches that incorporate real-life practices.
- Learning Outcome #3 addresses colonialism in teaching and learning by implementing decolonial pedagogy in various learning settings.
- Learning Outcome #5 involves identifying and integrating various ways of knowing, including Indigenous ways of knowing, to address Eurocentrism in knowledge construction.
- The above supports the efforts of reconciliation within the TRC Calls to Action and UNDRIP.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
    - Learning Outcomes # 2 and #4 address the social, economic, and political challenges and barriers inherent in online teaching and e-learning tools.
    - This course promotes diversity and inclusion through a range of assigned materials (texts, videos, or audio), multimodal teaching methods, and student-centered assessments.
    - The course has moved away from traditional lecture styles to more collaborative and critically engaging activities, such as reflections and oral presentations.
    - Taking the diverse learning styles of students into consideration, multi-modal assessments with alternative options such as oral presentations and written formats are incorporated to meet their diverse needs.
    - Learning Outcome #2 pays close attention to the issue of accessibility in online learning environments.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **$50 - $100.**

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2016
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 415	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Facilitating e-Learning **Course Short Title:** Facilitating e-Learning	
Faculty: Faculty of Education, Community, & Human Dev.	**Department/School:** Adult Education

Calendar Description:

Explores challenges, opportunities, issues, and practices associated with online teaching and learning. As an advanced course in facilitation and instructional design, it supports learners to collaborate and critically engage new and existing instructional and learning technologies from diverse social, historical and cultural perspectives.

Prerequisites (or NONE):	One of ADED 215, ADED 325, ADED 380, or department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	12
Tutorials/workshops	33
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 18, 2024
Faculty Council approval	**Date of meeting:**	November 15, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply key principles and best practices in the facilitation of online learning.
2. Integrate technological resources to enhance accessibility within adult teaching and learning contexts.
3. Construct decolonial pedagogical practices within online or blended/hybrid teaching and learning environments.
4. Identify the opportunities and challenges/systemic deficit presented by the use e-learning tools in adult education, teaching, and learning.
5. Integrate a range of multimedia and e-learning resources that recognizes various ways of knowing within an adult teaching and learning context.
6. Compare the instructional and self-directed learning capabilities of a range of e-learning tools and resources.

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

Assignments:	100%	%	%
	%	%	%

Details:

Facilitating e-learning activity (25%)
Facilitating e-learning reflection (20%)
Online community of engagement (20%)
5R's online teaching portfolio (35%)

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

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

Demonstrations, case studies, mini lessons online.

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

	Type	Author	Title and publication/access details	Year
1.	Textbook	Lake, J., & Atkins, H.	*Facilitating online learning with 5Rs.* Pressbooks.	2021
2.	Textbook	Miller, Michelle	*Minds Online: Teaching Effectively with Technology*. Cambridge: Harvard University Press. (Check for ebook in UFV Library)	2016
3.	Book	Bates, A.W.	*Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Vancouver BC: Tony Bates Associates Ltd. ISBN: 978-0-9952692-0-0. https://opentextbc.ca/teachinginadigitalage	2019
4.	Journal	Horizon Report	*Teaching and Learning Edition.* https://library.educause.edu/-/media/files/library/2022/4/2022hrteachinglearning.pdf?la=en&hash=6F6B51DFF485A06DF6BDA8F88A0894EF9938D50B	2023
5.	Journal	BC Campus	*Removing Barriers to Online Learning Through a Teaching and Learning Lens*. https://bccampus.ca/wp-content/uploads/2020/06/Report_Removing-Barriers-to-Online-Learning-Through-a-Teaching-and-Learning-Lens.pdf	2020

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

Typical Course Content and Topics

Content, theories, and research:
Using texts, presentations, and discussions to enable learners to critique, while familiarizing themselves with the full scope of e-learning tools available in adult education.

Demonstration and modelling methods:
Exploring and applying key principles and best practices for using web-based resources in adult education.

Applications:
Students teach mini-lessons and instructional activities online to experiment and apply a range of e-learning tools they encounter through readings, discussions and the course content materials.

Memo for Course Changes

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Kim Milnes

Date: October 14, 2024

Subject: Proposal for revision of BUS 100 Introduction to Business

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

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

2. Rationale for change:

   This course is overdue for review. The structure of the course remains relatively unchanged but an additional focus on sustainability and ethics has been added. Additional content and learning outcome recognizing the role and challenges for Indigenous business owners, employees and customers has been added.

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):

   Most learning outcomes have not substantially changed and were just reworded for clarity.

   A learning outcomes highlighting the need for sustainability and ethics was added to support ILO 6 Contribute Locally and Globally and ILO 7 Advocate for Equity Diversity and Inclusion.

   A learning outcome highlighting the role and challenges in business for Indigenous business owners, employees and customers was added to support ILO 5 Engage with Indigenous Knowledge Systems

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

   The course is required by the Active Health program within the Bachelor of Kinesiology. The proposed changes should not impact this program since the fundamentals of the course are not changing

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

   Kinesiology

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

   A learning outcome has been added to ensure that all faculty teaching the course recognize and include our Indigenous communities and peoples are an intricate part of the Canadian economy.

   The criteria for selecting the textbook for this course includes ensuring that the text includes examples and case studies of Indigenous businesses, business owners and customers.

   Unique opportunities and challenges for Indigenous business owners created by legislation like The Indian Act are explained with each topic introduced. For example, the challenge of Indigenous people living on reserve providing collateral for a business loan since they do not have title to their home.

   Sustainability is a key topic in the course and is linked to the Indigenous values as stewards of the land.

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

   Not only is EDI included in the course materials and discussed in specific areas like Human Resource Management but it is also demonstrated in the case studies and text book materials. Including EDI is a criteria used in selecting the textbook for this course.

   As an introductory course without pre-requisites the class composition is always very diverse with a large number of international students taking the class as well as students from a wide variety of interests, backgrounds and areas of study. There is a large team based project in this class and when creating teams for the project we consciously create diverse teams (using the CATME tool from Purdue to make teams) based on gender, home country, area of study, etc. which reflects the workplace of today. Then we create exercises and employ varies tools to help students manage and work within these diverse teams.

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

   The only special software used (beyond the learning environment associated with the selected textbook) is the CATME software charged to students at a cost of $5. This software is used to help the instructor create diverse and equitable teams and is used by students to conduct peer reviews of their teammates.

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

   $80 for the etext only, $149.99 for printed text, $5 for CATME software

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2004
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 100	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Business **Course Short Title:** Intro to Business	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

Success in a complex changing business environment requires understanding the interrelationship of the various components of business in order to analyze the health of the organization. This course provides a comprehensive overview of organizational functions and processes. It also prepares students to critically analyze business problems and develop the skills necessary to resolve them.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	35
Tutorials/workshops	10
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	October 14, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Explain foundational business concepts in the areas of management, finance, accounting, human resources, marketing, leadership, and entrepreneurship.
2. Compare various economic environments, business functions, and types of ownership.
3. Define the role of managers in the Canadian business system.
4. Analyze the relationship of Indigenous business owners, employees, and customers in the Canadian economy.
5. Explain the role of sustainability practices and ethical guidelines in the success of a 21st century enterprise.
6. Use secondary research to analyze an existing organization from an investor's perspective.
7. Use time management to meet self and team defined goals.
8. Demonstrate presentation skills in a business context.

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

Final exam:	22.5%	Project:	30%	Assignments:	15%
Quizzes/tests:	32.5%				%

Details: Quizzes and tests include midterm worth 22.5% and weekly quizzes worth 10%. The project is a team-based project with both team and individual assessment components. Assignments include 10% participation.

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

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

Lecture, videos, case analysis, team project, discussion, and web-based learning modules.

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	Pride, W; Hughes; R. Kapoor, J; Althouse; N. Allan, L.	Business (in Mindtap)	current
2.				
3.				

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

CATME subscription (team making and peer reviews)

Course Content and Topics

Module One: Business environments the relation between risk, reward, and profits.
- The business environment and economic system
- Pillars of Sustainability and Circular economy
- Role of government in business
- Ethics and corporate responsibility in business

Module Two: Business ownership
- Forms of business ownership
- Entrepreneurship

Module Three: Leadership in organizations
- Functions of Management
- Forms of Leadership
- Strategic planning
- Organizational Structure

Mid-term Exam (LO 1-5)

Module Four: Human resource management
- Motivating employees
- Human resource management
- Labour relations

Module Five: Accounting and financial management
- Understanding accounting information
- Financial planning
- Accounting and finance roles in business

Module Six: Marketing
- Building customer relationships
- Managing the marketing mix

- Sustainability in Product Design
- Green Marketing

Final Exam (LO 1-5)
Throughout the course:

- Individual presentation of a business concept presented in the media (LO 1, 3–5)
- Successful completion of online learning components (LO 1, 2)
- Participation in various applied assignments (LO 1, 2)

Team research project (LO 6-9)

Memo for Course Changes

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Dr. Mariana Toniolo Barrios

Date: November 19, 2024

Subject: Proposal for revision of BUS 203: Organizational Behaviour

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

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☒ Other – Please specify: Course Content and Topics revised

2. Rationale for change: **The OCO for BUS 203 has not been updated in many years. It has been modified to be consistent with the new course outline form, to be consistent with the development of the BBA – Agriculture program, and to further support UFV's Institutional Learning Outcomes (ILO) related to internationalization and indigenization. Furthermore, the pre-requisites were changed so that credits in Psychology and Sociology are also allowed, in addition to credits in Criminology. This change was meant to increase student access to BUS 203. The proposed pre-requisites are as flexible as possible to facilitate student access to BUS 203, while being the minimum required for student success in the course.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): **The learning outcomes were modified to support UFV's ILOs on issues related to internationalization and indigenization.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **BUS 203 is currently a required course for the Criminology program. However, upon consultation with the Criminology department, we were informed that the Criminology program will no longer include BUS 203 as a requirement (pending some program changes from their last program review). The Criminology department informed us that this change will likely take place for the Fall 2025 intake.**

5. Which program areas have been consulted about the change(s)? **We consulted the Criminology department. They informed us that they did not have any comments about the change in OCO, since BUS 203 will no longer be a requirement for the Criminology program.**

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). **Course design includes examining Indigenous organizations and describing Indigenous values.**
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? **Course delivery involves different types of media, including oral lectures, slides, and videos. Furthermore, different kinds of evaluation components are designed aimed at catering to students' different needs.**

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **$100.**

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1994
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 203	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Organizational Behaviour **Course Short Title:** Organizational Behaviour	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

Emphasizing the human side of organizations, this course consists of a general overview of the basic concepts and theories of the behavior of individuals and groups in organizations. Students will participate in a variety of structured learning experiences where theories and concepts can be applied. Students will also be introduced to Indigenous perspectives on work and comparisons to human behavior in international organizations.

Prerequisites (or NONE):	One of BUS 100, AGRI 142, or 15 credits of CRIM, PSYC, or SOC.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	25
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 3, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Apply concepts, theories, and models that deal with human behavior in organizations, including international and Indigenous organizations.
2. Identify barriers to effective decision-making processes.
3. Explain the relationship between personality, values, and job-person matching.
4. Describe values across different cultures and provide examples of Indigenous values.
5. Evaluate the advantages and disadvantages of teamwork in organizations.
6. Explain the sources of power in organizations and their impact on individual and team performance.
7. Explain common conflict-handling styles and why the preferred conflict-handling style varies from one culture to another.
8. Describe various leadership styles and their influence in an organizational setting.
9. Determine what an organizational culture entails and how organizations need to undergo the change process.

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

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

Details: Assignments consist of an individual assignment, a team assignment, and class participation.

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

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

Lecture, discussion, case analysis, and problem solving.

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	McShane, S. L., Steen, S. L., & Tasa, K.	Canadian Organizational Behaviour	current
2.	Indigenous knowledge	Thunderbird Partnership Foundation	*Indigenous wellness framework reference guide*. National Native Addictions Partnership Foundation. Retrieved from: https://www.thunderbirdpf.org/IWF	2020
3.	Online resource	Government of Canada	Detailed company search - Indigenous Business Directory. Retrieved from: https://www.sac-isc.gc.ca/rea-ibd	
4.				
5.				

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

n/a

Course Content and Topics

Module One: Individual performance
- Individual behaviour, values, and personality
- Perception and learning in organizations
- Workplace emotions, attitudes, and motivation
- Applied performance practices, work-related stress and stress management
- Test and assignments (LO 1 – 4)

Module Two: Team performance
- Foundation of team dynamics
- Decision making and creativity
- Developing high performance teams
- Communicating in teams and organizations
- Final exam and assignments (LO 5)

Module Three: Organizational performance
- Power and influence in the workplace
- Conflict and negotiation
- Leadership in organizational settings
- Organizational change
- Final exam and assignments (LO 6 – 9)

Memo for Course Changes

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Dr. Mariana Toniolo Barrios

Date: October 10, 2024

Subject: Proposal for revision of BUS 304: Organization Theory and Design

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

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☒ Other – Please specify: Course Content and Topics revised

2. Rationale for change: **The OCO for BUS 304 has not been updated in many years. It has been modified to be consistent with the new course outline form and to further support UFV's Institutional Learning Outcomes (ILO) related to internationalization and indigenization. Furthermore, the topic of "organizations' social and environmental purposes" was included as a standalone learning outcome given the importance of this topic for the course content.**
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 calendar description and learning outcomes were modified to support UFV's ILOs on issues related to internationalization and indigenization.**
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). **Course calendar now includes examining Indigenous organizations in Canada. The Government of**

Canada's search tool for Indigenous Business Directory was added as a resource to allow instructors and students to examine examples of Indigenous organizations in class.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? **Course delivery involves different types of media, including oral lectures, slides, and videos. Furthermore, different kinds of evaluation components are designed aimed at catering to students' different needs. Finally, the class composition is usually very diverse with many international students taking the class as well as students with different backgrounds. Through team assignments, students experience EDI first-hand, as teams are assigned by the instructor to maximize diversity.**
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): **$180**

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: October 1996
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 304	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Organization Theory and Design **Course Short Title:** Organization Theory & Design	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

Organizations have a life cycle: they are born, mature, and die. During their lifespans they may evolve, conflict with, and cooperate with other organizations in an increasingly turbulent global environment. This course will equip students with a variety of analytical tools and perspectives to help them make sense of the organizational world around them locally and internationally. Students will also be introduced to Indigenous organizations in Canada.

Prerequisites (or NONE):	45 university-level credits including BUS 203.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 3, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025F
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Assess the internal configuration of organizations.
2. Describe how an organization ensures alignment between its mission, goals, strategy, and structure.
3. Evaluate how to design organizations for social and environmental purposes.
4. Analyze the task, general, and international environments in which an organization operates.
5. Distinguish between competitive and cooperative approaches to interorganizational relationships.
6. Assess the design of organizations and possible outcomes for the international environment, including the implementation of global coordination mechanisms considering cultural differences across countries.
7. Identify types of organizational- and departmental-level technologies.
8. Assess how organizations make decisions and implement changes.
9. Manage power dynamics and conflict in organizations.

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

Final exam:	30%	Assignments:	50%	
Quizzes/tests:	20%			

Details: Assignments consist of an individual assignment, class participation, and team assignments.

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

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

Seminars and lectures.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Daft, R., & Armstrong, A.	Organization Theory and Design (Cengage) / current Canadian edition.	Current
2.	Online resource	Government of Canada	Detailed company search - Indigenous Business Directory. Retrieved from: https://www.sac-isc.gc.ca/rea-ibd	
3.				
4.				
5.				

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

n/a

Course Content and Topics

Module One: Introduction to organizations
- Definition of organizations
- History of organizational theory
- Perspectives on organizations
- Test and assignments (LO 1)

Module Two: Developing and accomplishing an organization's purpose
- Functions of an organizational mission
- Connection between operative goals and organizational missions
- Strategy typologies
- Achieving fit between culture, strategy, and design
- Assessing effectiveness in organizations
- Strengths and weaknesses of different organizational structures
- Test and assignments (LO 2, 3)

Module Three: Organizations as open-systems
- Types of environments faced by organizations
- Assessing environmental uncertainty
- Adapting to environmental uncertainty
- Organizations as ecosystems
- Resource dependence
- Institutional view of organizations
- Collaborative organizational networks

- Test and assignments (LO 4, 5, 6)

Module Four: Designing organizations internally

- Core manufacturing and service technologies
- Noncore departmental technologies
- Workflow interdependence
- Stages of the organizational life cycle
- Organizational control strategies
- Final exam and assignments (LO 7)

Module Five: Managing organizational processes

- Technological, structural, and cultural change in organizations
- Innovation and new product/service development
- Frameworks for organizational decision-making
- Intergroup conflict in organizations
- Sources of power in organizations
- Political processes
- Final exam and assignments (LO 8, 9)

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov

Date: March 21, 2024

Subject: Proposal for revision of CMNS 125

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

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

2. Rationale for change: These revisions are part of our routine 6-year review process. We reviewed and revised the course title, calendar description, and learning outcomes to better reflect the current changes in the discipline and wider society, such as the increasing use of visual communication, integration of digital writing aids in daily work, and EDI.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): We expanded on the first learning outcome about writing for various audiences to include specific mention of diverse audiences. This revised wording reflects that we use Indigenous examples and scenarios about writing for and about Indigenous audiences in CMNS 125.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Yes, CMNS 125 is a prerequisite for other programs. However, we don't anticipate the revision to affect them.
5. Which program areas have been consulted about the change(s)? This is a routine revision and as stated, we don't expect the change to affect other programs. CWC should be enough consultation.
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

In addition to using scenarios in which students write for an about Indigenous audiences, as mentioned above, we introduce some basic elements of the Indigenous communication process in this course. These include the importance of oral tradition, ownership of communication materials, and other related topics. We have updated the textbook selections to include the UNDRIP and the Pulling Together guide.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? A key learning outcome (#1) of this course is to create messages for specific purposes and diverse audiences. As such, we teach students the analysis of various audiences' communication needs, taking into account their personal and professional contexts. We introduce use of digital writing aids in the course. We have also been offering this course in various formats (face-to-face, hybrid, online synchronous/asynchronous) for many years to accommodate students' schedules and preferred ways of learning. Additional texts are available online and as an OER.
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 textbook remains the same. A new textbook is from $44.99 to $109.95 from the UFV Bookstore and available for rent on the publisher's website.

After receiving feedback from Teaching and Learning through CWC, the School pulled the course outline back for further revisions to how Indigenization in the course is expressed. We also waited for our new Indigenous Communication specialist to come on board to provide her feedback as well. The comments received during CWC have been thoroughly addressed in the revised version.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1998
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CMNS 125	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Professional Communication **Course Short Title:** Professional Communication	
Faculty: Faculty of Humanities	**Department (or program if no department):** School of Communication

Calendar Description:

Students learn the theory and practice of professional communication for academic and workplace audiences. Topics include the communication process, informative and persuasive messages and presentations, research skills, citation/documentation styles, document design, and digital messaging. Indigenous resources are integrated throughout, and course topics are contextualized in a variety of cultural and professional settings.

Prerequisites (or NONE):	One of the following: (C+ or better in English Studies 12, English First Peoples 12, or English 12), CPT score of 48, or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **CMNS 155**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 26, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Create messages for specific purposes and diverse audiences.
2. Apply the writing process, including planning, drafting, revising, editing, and proofing.
3. Write informative and persuasive messages in a variety of lengths and formats.
4. Demonstrate research skills, including locating sources, summarizing, paraphrasing, and citing, for a professional or academic audience.
5. Responsibly research, cite, and discuss Indigenous sources.
6. Use source material and digital writing aids ethically in written communication.
7. Apply the basic techniques of document design.
8. Develop and deliver effective and professional presentations.

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

Assignments:	100%	%	%
	%	%	%

Details:

Practice exercises (e.g. rough drafts, quizzes, case-studies): 10%
Workplace writing assignments (letters, memos/emails, postings): 50%
Direct messages (requests, replies, claims, adjustments)
Indirect messages
Persuasive/sales messages
Research writing assignment (Lit. review, position paper, short report) 25%
Oral presentations: 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.)*

Reading and discussing examples of effective workplace writing
Lectures
Practice exercises and simulations
Collaborative exercises
Computer lab activities
Online activities
Analyze instructor-provided examples of messaging to and from Indigenous audiences

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Meyer, C.	Communicating for Results, 5th ed.	2020
2.	OER book	Wilson, K. & Hodgson, C.	Pulling Together: Foundations Guide	2018
3.	OER book	UN	United Nations Declaration of the Rights of Indigenous Peoples Act	2007
4.				
5.				

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

Course Content and Topics

1. Elements of technical and professional writing. Comparison with academic writing.
2. Using language correctly for the audience. Drafting, revising, editing, proofing.
3. Using language effectively in the workplace. Purpose/audience analysis.
4. Direct messages, email/memo format, communicating using digital platforms.
5. Indirect messages, letter format, document design.
6. Using academic databases, workplace research, summary and paraphrasing, citation methods.
7. Indigenous sources: responsible use, citation practices, discussion.
8. Incorporating research into a written assignment for an academic or professional audience.
9. Principles of professional oral presentations.

Memo for New Course

To: UEC

From: Frank Zhang, School of Computing

Date: June 7, 2024

Subject: Proposal for new course COMP298 Special Topics in Computing

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):

   Computer Science is an ever-evolving field, characterized by constant innovation and the emergence of new technologies, data sets, algorithms, and concepts not previously documented. This dynamic nature makes it challenging for standard curriculum courses to keep pace with potential advancements. However, incorporating special topics in Computing courses provides an ideal platform to address this need, whether through ad-hoc research projects, focused seminars, or tailored coursework. Introducing such topics as early as the second year also extends opportunities to students from non-Computer Science backgrounds, fostering interdisciplinary learning and exploration.

   This course does not change the regular programs since it is intended to offer regularly.

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):

   According to a 2023 WorkBC report, the top 15 high-demand jobs are closely tied to computer information system and computer science fields: ranking at #6 are Information Systems Analysts and Consultants, #7 are Computer Programmers and Interactive Media Developers, #10 are Software Engineers and Designers, and #14 are Computer Information Systems Managers, all of which encompass standard programs with additional elements like interactive media and design. Thus, aligning our Instructional Learning Objectives (ILO) to equip students with proficient knowledge and skills while fostering respectful and professional practices is imperative. A specialized course addressing individual student needs and staying abreast of the latest labor market demands offers the most flexible training solution. Introducing such a course in the second year better prepares students for cooperative education and can benefit diploma students as well.

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

   No. This course will not change any other program. However, Computer Science has become a vital skill for individuals across disciplines. The second-year special topic course has minimal prerequisites and is intentionally designed to be inclusive of non-Computer Science students. It offers a valuable opportunity for those outside the Computer Science realm to delve into cutting-edge and introductory CS courses, providing a gateway to the latest advancements and foundational knowledge in the field.

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

   Geography. The geography department has shown keen interest in exploring this course further to broaden the range of elective options available to their students.

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

   No.

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 special topic course could play a pivotal role in fostering the Indigenization of our Computer Information System and Computer Science program. This course presents a flexible avenue to engage with Indigenous communities and incorporate relevant projects and research into the UFV CIS/CS program.

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

   The special topic inherently embodies the principles of equity, diversity, and inclusion by catering to the unique needs of individual students and providing flexible delivery methods, timelines, and objectives. It eschews standardized evaluation, thereby truly reflecting the EDI principle.

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

   The special topic can accommodate various non-standard courses, offering flexibility in credit value, class size, frequency of offering, and the inclusion of field trips. Different designations or letters could be assigned to denote specific concentrations or delivery modes.

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

   It varies depending on the courses.

CWC comment and response:

- Why is this being created as a 200-level course rather than 100-level? The memo indicates that this is intended to be open to non-Computer Science students, but the outline appears to be fairly advanced for students from outside the field. Pre-Check recommends either adding an applicable COMP course (or

more than one) to the prerequisites, or changing this to a 100-level course and bringing down the level of the learning outcomes.

The intention was to utilize the rich and diverse backgrounds of new CIS/CS instructors to establish a pipeline for introducing new courses. This course was designed to provide exposure to a specific topic at the second-year level. Upon reviewing similar courses in other departments, such as GEOG 253 (Introduction to Geographic Information Systems) and AH 250 (Art and Metropolis), I noted that these are advanced in scope but do not require prerequisites, allowing maximum flexibility. For some courses, the instructor may assess before granting students permission to enroll. To ensure students are adequately prepared and to prevent random enrollment, prerequisites have been updated to include a minimum of 12 university-level credits to address the 200-level concern. This prerequisite will ensure that students have foundational experience with university-level coursework.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: COMP 298	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Computing **Course Short Title:** Special Topics in Computing	
Faculty: Faculty of Business and Computing	**Department/School:** School of Computing

Calendar Description:

Instructor presents a topic or subfield within computer information systems and computer science at an introductory level accessible to all students. This may encompass areas such as artificial intelligence, natural language processing, big data, virtual reality, and beyond.

Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.

Prerequisites (or NONE):	12 university-level credits and department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **Yes**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 35**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this course is intended for students interested in exploring new areas, typically without any prior subject knowledge.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 20, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Synthesize key understandings of selected computer science topics and subfields.
2. Propose innovative solutions to complex problems within the chosen special topics area.
3. Communicate complex specialized ideas to a range of technical and non-technical audiences.
4. Apply ethical principles and guidelines to a range of issues with a focus on Indigenizing and EDI goals.

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

Assignments:	30%	Project:	30%	Final exam:	30%
Holistic assessment:	10%		%		%

Details:

Holistic assessment may be participation, professionalism, and other forms of evaluation.

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, presentations, field trips.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Stuart Russell	Artificial Intelligence: A Modern Approach	2020
2.	Textbook	Lewis Tunstall, Leandro von Werra, Thomas Wolf	Natural Language Processing with Transformers	2022
3.	Textbook	Balamarugan Balusamy, Nandhini Abirami R, Seifedine Kadry and Amir Gandomi	Big Data: Concepts, Technology and Architecture	2021
4.				
5.				

Required Additional Supplies and Materials

Additional supplies may be required depending on the course.

Course Content and Topics

The content varies depending on the course. This is a sample for an introductory artificial intelligence course:

1. Origin of artificial intelligence
2. Intelligent agents
3. Solving problems by searching
4. Logical agents
5. Classical planning
6. Planning and acting in real world

Memo for New Course

To: UEC

From: Frank Zhang, School of Computing

Date: May 20, 2024

Subject: Proposal for new course COMP299 Directed Studies in Computing

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):

   Computer Science is a rapidly evolving domain with a broad spectrum of scholarly pursuits. These include, but are not confined to, enrolling in courses, engaging in research, staying abreast of the latest advancements, participating in cutting-edge technology testing, and crafting solutions tailored to both individual and communal requirements. The curriculum is intentionally flexible, enabling students to incorporate both formal studies and industry-led scholarly endeavors, all of which can contribute towards academic credit.

   This course does not change the regular programs since it is intended to offer regularly.

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):

   According to a 2023 WorkBC report, the top 15 high-demand jobs are closely tied to computer information system and computer science fields: ranking at #6 are Information Systems Analysts and Consultants, #7 are Computer Programmers and Interactive Media Developers, #10 are Software Engineers and Designers, and #14 are Computer Information Systems Managers, all of which encompass standard programs with additional elements like interactive media and design. Thus, aligning our Instructional Learning Objectives (ILO) to equip students with proficient knowledge and skills while fostering respectful and professional practices is imperative. A directed studies at second year course addressing certificate and diploma student needs and better prepare them for co-op and other industrial opportunities.

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

   No. This course will not change any other program. However, Computer Science has become a vital skill for individuals across disciplines. The second-year directed studies course has minimal prerequisites and is intentionally designed to be inclusive of non-Computer Science students. It offers a valuable opportunity for non-CS students to complete a CS related ad-hoc project. Given the current trend of AI development, such demand is high.

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

   Geography. The geography department has shown keen interest in exploring this course further to broaden the range of elective options available to their students.

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

   No.

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 directed studies course has the potential to be instrumental in advancing the Indigenization efforts within our Computer Information System and Computer Science program. We've received numerous inquiries from local Indigenous groups regarding CIS/CS. Implementing the DS course seems to be the optimal approach to meet these demands while ensuring participating students receive appropriate academic scheduling and credits.

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

   The directed studies inherently embody the principles of equity, diversity, and inclusion by allowing individual students, industrial or community vendor, and providing specific designed delivery methods, timelines, and objectives. It eschews standardized evaluation, thereby truly reflecting the EDI principle.

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

   The directed studies can accommodate various non-standard courses, offering flexibility in project based and research oriented work, and the inclusion of field trips. Different designations or letters could be assigned to denote specific concentrations or delivery modes.

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

   It varies depending on the courses.

CWC comment and response:

- How will learning outcome #1 be achievable in a directed studies course? (Utilize collaboration and teamwork skills by interacting with peers, mentors, and industry professionals.)

  Directed studies usually involve research under the supervisor's supervision and often involve collaboration with other research team members and/or external industrial professionals.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: COMP 299	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Directed Studies in Computing **Course Short Title:** Directed Studies in Computing	
Faculty: Faculty of Business and Computing	**Department/School:** School of Computing

Calendar Description:

Students choose and explore a topic or subfield, in consultation with the instructor, within computer information systems and computer science at an introductory level. This may encompass areas such as artificial intelligence, natural language processing, big data, virtual reality, and beyond.

Prerequisites (or NONE):	12 university-level credits and department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Anterequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Supervised directed learning (directed studies only)	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **Yes; cannot be repeated for credit**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 6**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this course is intended for students interested in exploring new areas, typically without any prior subject knowledge.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 20, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Utilize collaboration and teamwork skills by interacting with peers, mentors, and industry professionals.
2. Critically analyze existing literature, methodologies, and technologies within the selected topic area.
3. Propose solutions to a variety of issues regarding real-world computational challenges through exploration and critical thinking.
4. Apply ethical principles and guidelines to a range of issues with a focus on Indigenizing and EDI goals.

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

Assignments:	30%	Project:	35%	Final exam:	35%
	%		%		%

Details:

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

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

Lectures, presentations, field trips.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Stuart Russell	Artificial Intelligence: A Modern Approach	2020
2.	Textbook	Lewis Tunstall, Leandro von Werra, Thomas Wolf	Natural Language Processing with Transformers	2022
3.	Textbook	Balamarugan Balusamy, Nandhini Abirami R, Seifedine Kadry and Amir Gandomi	Big Data: Concepts, Technology and Architecture	2021
4.				
5.				

Required Additional Supplies and Materials

Additional supplies may require depending on the course.

Course Content and Topics

The content varies depending on the course. It is designed based on the related project and research topic.

Memo for New Course

To: UEC

From: Frank Zhang, School of Computing

Date: May 20, 2024

Subject: Proposal for new course COMP398 Special Topics in Advanced Computing

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):

   Computer science is a rapidly evolving field, necessitating flexible courses to incorporate emerging concepts and opportunities in research and industry. While we offer CIS/COMP440 for senior students and a newly proposed COMP298 for beginners, the COMP398 course functions as a bridge for third-year or senior students from non-CIS/CS backgrounds who wish to delve into cutting-edge CS topics.

   Add this course does not change the program. It is not intended to offer regularly. It is designed to address the special needs.

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):

   According to a 2023 WorkBC report, the top 15 high-demand jobs are closely tied to computer information system and computer science fields: ranking at #6 are Information Systems Analysts and Consultants, #7 are Computer Programmers and Interactive Media Developers, #10 are Software Engineers and Designers, and #14 are Computer Information Systems Managers, all of which encompass standard programs with additional elements like interactive media and design. Thus, aligning our Instructional Learning Objectives (ILO) to equip students with proficient knowledge and skills while fostering respectful and professional practices is imperative. A specialized course addressing individual student needs and staying abreast of the latest labor market demands offers the most flexible training solution. It also prepares the students for their forth year capstone project.

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

   No. This course will not change any other program.

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

   No.

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

No.

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 advanced special topic course has the potential to greatly enhance the scope and depth of Indigenization research within our Computer Information System and Computer Science program. Through the integration of COMP298 and COMP440/CIS440, we aim to develop a comprehensive, multi-semester research initiative that provides extensive training and better addresses the needs of our community.

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

   The advanced special topic inherently embodies the principles of equity, diversity, and inclusion by catering to the unique needs of individual students and providing flexible delivery methods, timelines, and objectives. It eschews standardized evaluation, thereby truly reflecting the EDI principle.

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

   The special topic can accommodate various non-standard courses, offering flexibility in credit value, class size, frequency of offering, and the inclusion of field trips. Different designations or letters could be assigned to denote specific concentrations or delivery modes.

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

   It varies depending on the courses.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: COMP 398	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Advanced Computing **Course Short Title:** Special Topics in Advanced Computing	
Faculty: Faculty of Business and Computing	**Department/School:** School of Computing

Calendar Description:

An in-depth exploration of advanced concepts and emerging trends in computer science. Through a combination of lectures, hands-on projects, and field work, students will delve into specialized areas of study not covered in traditional curriculum. Topics chosen by an instructor may include but are not limited to machine learning, artificial intelligence, cybersecurity, data science, cloud computing, and quantum computing.

Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.

Prerequisites (or NONE):	45 university-level credits including 15 credits of 200-level or higher COMP or CIS.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **Yes**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 35**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this course is intended for students interested in exploring new areas, typically without any prior subject knowledge.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 20, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Demonstrate comprehensive understanding of advanced concepts, theories, and methodologies within a specialized topics area of computing.
2. Evaluate complex problems, theories, and research findings in computing using in-depth critical thinking.
3. Employ advanced problem-solving techniques to address computing related challenges faced by local and global communities, particularly Indigenous and marginalized peoples.
4. Apply ethical considerationsto advanced computing research, practice, and decision-making issues reflecting EDI and Indigenous principles.

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

Assignments:	20%	Project:	40%	Field evaluation:	40%
	%		%		%

Details:

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

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

Mixed

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	Thomas Erl, Ricardo Puttini, Zaigham Mahmood	Cloud Computing: Concepts, Technology & Architecture	2013
2.	Textbook	Chris Bernhardt	Quantum Computing for Everyone	2019
3.				
4.				
5.				

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

Varies depending on the course.

Course Content and Topics

Sample course: Advanced Machine Learning (ML) for Digital Image Processing

Module 1: Review of fundamentals of digital images and classical ML methods
- Digital image fundamentals
- Image preprocessing techniques: filtering, edge detection and transformation
- Classical ML methods: Random Forests, SVM

Module 2: Deep Learning for Digital Image Processing
- Convolution Neural Network
- LeNet, AlexNet, VGG and ResNet
- Implementation framework: PyTorch and TensorFlow

Module 3: Advanced Deep Learning Models
- Object detection models: YOLO, Faster F-CNN
- Image Segmentation: U-Net, Mask R-CNN
- Attention Mechanisms

Module 4: Generative Models and Other Specialized Applications
- Autoencoder and Variational Autoencoders (VAEs)
- Generative Adversarial Network (GANS)

Memo for New Course

To: UEC

From: Frank Zhang, School of Computing

Date: May 20, 2024

Subject: Proposal for new course COMP399 Directed Studies in Advanced Computing

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

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

   The advanced directed studies program aims to provide students with the opportunity to pursue their passion for computer science according to their individual interests. Through this program, they can design their own scholarly pursuits, enhancing their personal profiles. Additionally, there's the potential to build upon COMP 299 work, taking it to new depths of exploration and understanding.

   Add this course does not change the program. It is not intended to offer regularly. It is designed to address the special needs.

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):

   According to a 2023 WorkBC report, the top 15 high-demand jobs are closely tied to computer information system and computer science fields: ranking at #6 are Information Systems Analysts and Consultants, #7 are Computer Programmers and Interactive Media Developers, #10 are Software Engineers and Designers, and #14 are Computer Information Systems Managers, all of which encompass standard programs with additional elements like interactive media and design. Thus, aligning our Instructional Learning Objectives (ILO) to equip students with proficient knowledge and skills while fostering respectful and professional practices is imperative. Student-led scholarly activities serve to explore, enhance, and solidify their interests, while also laying the groundwork for their fourth-year capstone project.

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

   No. This course will not change any other program.

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

   No.

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

No.

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 advanced directed studies course holds promise in equipping our students to tackle real-world challenges and embody Indigenization research within our Computer Information System and Computer Science program, in particularly, project and research-based work. By merging COMP299 and COMP440/CIS440, we can forge a multi-semester work frame tailored to the needs of our local Indigenous community for a longer term solution development.

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

   The advanced directed studies inherently embody the principles of equity, diversity, and inclusion by catering to the unique needs of individual students and providing flexible delivery methods, timelines, and objectives. It eschews standardized evaluation, thereby truly reflecting the EDI principle.

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

   The advanced directed studies program can cater to diverse individual student needs for unique scholarly activities, as well as accommodate requests from industry and the community. Different designations or letters could be assigned to denote specific concentrations or delivery modes.

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

   It varies depending on the courses.

CWC comment and response:

- Learning outcomes signal a significant focus on Indigenous and equity seeking groups, which is not aligned with the calendar description.
  This course was strongly motivated by the community. We have completed many projects proposed by the local communities, which benefit both our students and the local community. However, I agreed that I focused too much on the Indigenous and equity-seeking groups. To align the calendar description, I added the technical aspect to the current learning outcomes.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: COMP 399	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Directed Studies in Advanced Computing **Course Short Title:** Directed Studies in Advanced Computing	
Faculty: Faculty of Business and Computing	**Department/School:** School of Computing

Calendar Description:

An in-depth exploration of advanced concepts and emerging trends in computer science. Through a combination of lectures, hands-on projects, and field work, students will delve into specialized areas of study not covered in traditional curriculum. Topics chosen by a student may include but are not limited to machine learning, artificial intelligence, cybersecurity, data science, cloud computing, and quantum computing.

Prerequisites (or NONE):	45 university-level credits including 15 credits of 200-level or higher COMP or CIS, and department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Supervised directed learning (directed studies only)	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **Yes; no limit on repeats**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 6**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this course is intended for students interested in exploring new areas, typically without any prior subject knowledge.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 20, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Design contextually appropriate, community-relevant, and sustainable computing solutions by leveraging advanced computing techniques such as machine learning, artificial intelligence, and cloud computing.
2. Synthesize technical solution design principles, incorporating cybersecurity, data privacy, and accessible computing practices, including Indigenous and culturally and linguistically diverse populations.
3. Critically examine the ethical use of data by applying technical methods for secure data management and encryption, that protect Indigenous sovereignty, privacy, and self-determination (e.g., OCAP).
4. Propose strategies to mitigate the social impacts of computing algorithms and artificial intelligence, including bias detection, explainable AI, and fairness-aware machine learning approaches.

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

Assignments:	20%	Project:	40%	Field evaluation:	40%
	%		%		%

Details:

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

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

Mixed.

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	Thomas Erl, Ricardo Puttini, Zaigham Mahmood	Cloud Computing: Concepts, Technology & Architecture	2013
2.	Textbook	Chris Bernhardt	Quantum Computing for Everyone	2019
3.				
4.				
5.				

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

Varies depending on the course.

Course Content and Topics

Varies depending on the course. Content is designed based on the related project and research topic.

Memo for Course Changes

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: January 17, 2025

Subject: Proposal for revision of CRIM 211

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

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

2. Rationale for change:

   As part of its six-year review, the official course outline has been revised to update course content and assessments to better reflect the course. The changes to the pre-requisites of 9 university-level credits is to ensure that students have some foundational knowledge and writing skills to better prepare them for second-year courses. For program students, the School advises that they take CRIM 100, CRIM 103, and CMNS 125 or ENGL 105 in their first semester. Students typically follow this plan, which would then provide them with the appropriate foundational skills. For non-program students, we expect that they will take at least one writing course and one introductory course, which would then provide them with some appropriate foundational skills. The changes to the evaluation methods are to better capture the range of assessments that instructors use.

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

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

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

The focus of the entire course is on Indigenous Peoples and the criminal justice system. The learning outcomes, assessments, course readings, and course content have been developed to address Indigenization, decolonization, and reconciliation.

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

   Throughout the course, there are discussions of the inequities of criminal justice system policies and practices for Indigenous Peoples and how to reform the system moving forward. Instructors also use a variety of assessment methods to engage diverse students and assess students fairly and equitably.

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): Textbook costs range from $50 to $75.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1997
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 211	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Indigenous Peoples, Crime, and Criminal Justice **Course Short Title:** Indigenous Peoples, Crime & CJ	
Faculty: Faculty of Social Sciences	**Department/School:** Criminology and Criminal Justice

Calendar Description:

Examines historical and contemporary issues regarding Indigenous peoples, crime, and the criminal justice system, including the impact of colonization, government policies and programs, and the increasing role of Indigenous communities in implementing justice initiatives.

Prerequisites (or NONE):	None. Note: As of January 2026, prerequisites will change to 9 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: NONE

Cross-listed with: NONE

Equivalent course(s): NONE

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 9, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Assess critically the impact of the criminal justice system on Indigenous peoples in Canada.
2. Explain the role of various structural factors (economic, political, social) in shaping Indigenous peoples' involvement in all aspects of the criminal justice system.
3. Articulate key issues and concerns in Indigenous justice.
4. Describe the role of Indigenous communities in designing and implementing justice initiatives.
5. Explain the Truth and Reconciliation Commission's Call to Action as it relates to the Canadian criminal justice system.

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

Quizzes/tests:	50%	Assignments:	50%		%
	%		%		%

Details:

Assignments may include research papers, critical analysis thought papers, presentations, in-class assignments, discussion board posts, and self-reflective assignments.

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 oral presentations and group work.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	McCaslin, Wanda	Justice as Healing Indigenous Ways: Writings on Community Peacemaking and Restorative Justice	2005
2.	Textbook	Monchalin, Lisa	The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada	2016
3.	Other	Truth and Reconciliation Commission	Truth and Reconciliation Commission of Canada: Calls to Action	2015
4.	Online resource	BC Government	Declaration on the Rights of Indigenous Peoples Act	2019
5.	Textbook	Milward, D., & Rudin, J.	Indigenous Law and Canadian Criminal Justice, Emond	2025

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

Course Content and Topics

- Introduction to Indigenous peoples and Indigenous justice
- Indigenous perspectives: ideology and teachings
- Indigenous governance and methods of addressing crime
- Historical and contemporary colonialism
- Canadian legal history: interpretation of Indigenous treaties and rights
- Indigenous peoples and the state
- Impact of assimilation: residential schools and intergenerational trauma
- Crime affecting Indigenous peoples: over-representation, explanations, and risk factors
- Violence affecting Indigenous women
- Next steps in Indigenous justice

Memo for Course Changes

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: January 17, 2025

Subject: Proposal for revision of CRIM 213

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

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

2. Rationale for change:

   As part of its six-year review, the outline has been updated to better reflect the focus and purpose of the course. The pre-requisites have been revised to include 15 university-level credits to ensure that students have sufficient background and foundational knowledge and skills to complete a directed studies course. As students are required to select an appropriate faculty supervisor and the typical outcome of this course is a research report, students must have successfully completed some introductory courses to be able to identify an appropriate topic. The changes to evaluation methods is to better capture the nature of the course and the range of assessments that instructors use.

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

   There are no substantial changes to the learning outcomes. Two additional learning outcomes have been added to better articulate that this course is similar to a capstone or research project.

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

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

As a directed studies course, the specific topic will vary by faculty supervisor and student. In general, faculty will provide readings that focus on Indigenization and reconciliation, and encourage students to evaluate the topic with respect to its effects on Indigenous Peoples. This is articulated in the new learning outcome that has been included.

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

   The specific topic will vary by faculty supervisor and student. In general, the addition of a learning outcome focused on evaluating the implications of policies and practices on diverse groups is intended to encourage students to reflect on the inequalities experienced by specific groups in the criminal justice system. Faculty will also recommend readings by diverse scholars and use a range of assessment methods when evaluating students.

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): N/A; typically, instructors provide students with a reading list comprised of journal articles and online resources that are available through the library at no cost.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2009
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 213	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Directed Studies **Course Short Title:** Directed Studies	
Faculty: Faculty of Social Sciences	**Department/School:** Criminology and Criminal Justice

Calendar Description:

Independent reading and research topics will be selected in consultation with the supervising instructor. Students interested in more information should contact the School of Criminology and Criminal Justice.

Prerequisites (or NONE):	Department permission. Note: As of January 2026, prerequisites will change to 15 university-level credits and department permission.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: NONE

Cross-listed with: NONE

Equivalent course(s): NONE

(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.)

Typical Structure of Instructional Hours

Supervised directed learning (directed studies only)	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **Yes; cannot be repeated for credit**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 1**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

It is a directed studies course

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 9, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Describe the criminal justice topic under study.
2. Discuss the specific criminal justice related issue, institution, activity, or practice under study.
3. Relate relevant theories/policies/practices to the criminal justice topic under study.
4. Evaluate the implications of current policies and practices on Indigenous, racialized, or marginalized groups.
5. Articulate recommendations for addressing the criminal justice topic under study.

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

Project:	100%	%	%
	%	%	%

Details:

The project typically involves a research report and includes various components, such as a proposal, literature review, data analysis, and presentation.

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

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

To be determined by the instructor in consultation with the student.

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.		To be determined by the instructor in consultation with the student.	
2.			
3.			
4.			
5.			

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

Course Content and Topics

To be determined by the instructor in consultation with the student. Examples include drug policy and money laundering.

Memo for Course Changes

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: January 17, 2025

Subject: Proposal for revision of CRIM 214

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

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

2. Rationale for change:

   As part of its six-year review, the title, calendar description, and learning outcomes have been updated to better reflect the focus and purpose of the course. The pre-requisites have been revised to include 9 university-level credits to ensure that students have some foundational knowledge and writing skills to better prepare them for second-year courses. For program students, the School advises that they take CRIM 100, CRIM 103, and CMNS 125 or ENGL 105 in their first semester. Students typically follow this plan, which would then provide them with the appropriate foundational skills. For non-program students, we expect that they will take at least one writing course and one introductory course, which would then provide them with some appropriate foundational skills. The change in evaluation methods better reflects the range of assessments that instructors use.

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

   There are no substantial changes to the learning outcomes. Two additional learning outcomes have been added to expand the focus and purpose of the course topic.

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

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

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

   As a shell for special topics courses, the specific topic will vary by instructor. In general, faculty will encourage students to evaluate the topic with respect to its effects on Indigenous Peoples. This is articulated in the new learning outcome that has been included.

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

   The specific topic will vary by instructor. The addition of a learning outcome focused on evaluating the implications of policies and practices on diverse groups is intended to encourage students to reflect on the inequalities experienced by specific groups in the criminal justice system. Instructors may also recommend readings by diverse scholars and use a range of assessment methods when evaluating students.

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs may range from $100 to $200. Typically, instructors provide students with a reading list comprised of journal articles and online resources that are available through the library or online at no cost.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2001
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 214	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Criminology and Criminal Justice **Course Short Title:** Special Topics	
Faculty: Faculty of Social Sciences	**Department/School:** Criminology and Criminal Justice

Calendar Description:

Reviews theory, methods, and research results and their application in a selected area of criminal justice.

Prerequisites (or NONE):	None. Note: As of January 2026, prerequisites will change to 9 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: NONE

Cross-listed with: NONE

Equivalent course(s): NONE

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **Yes**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 9, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Apply theoretical perspectives to explain a specific criminological or criminal justice related issue, institution, activity, or practice.
2. Critically analyze a specific criminological or criminal justice related issue, institution, activity, or practice.
3. Synthesize academic literature on a selected criminological or criminal justice related issue, institution, activity, or practice.
4. Evaluate the implications of a specific criminological or criminal justice related issue, institution, activity, or practice on Indigenous, racialized, or marginalized groups.
5. Articulate reforms or solutions of a specific criminological or criminal justice related issue, institution, activity, or practice.

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

Quizzes/tests:	50%	Assignments:	50%		%
	%		%		%

Details:

Assignments may include term papers, critical analysis thought papers, presentations, infographics, case studies, self-reflections, or in-class writing assignments.

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.)*

To be determined by the instructor depending on the selected topic.

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

	Type	Author or description	Title and publication/access details	Year
1.	Article	Aujla, W.	"It was like sugar-coated words": Revictimization when South Asian immigrant women disclose domestic violence. Affilia: Journal of Women and Social Work, 36(2), 182-203.	2021
2.	Article	Logan, T.K., & Walker, R.	Stalking: A multidimensional framework for assessment and safety planning. Trauma, Violence, and Abuse, 18(2), 200-222.	2017
3.	Article	Kimmel, M.S.	"Gender symmetry" in domestic violence: A substantive and methodological research review. Violence Against Women, 8(11), 1332-1363.	2002
4.	Article	Dawson, M., & Hotton, T.	Police charging practices for incidents of intimate partner violence in Canada. Journal of Research in Crime and Delinquency, 515, 655-683.	2014
5.	Textbook	Miller-Perrin, C.L., Perrin, R.D., & Renzetti, C.M.	Violence and Maltreatment in Intimate Relationships, 2nd edition. Sage Publications.	2021

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

Course Content and Topics

To be determined by the instructor depending on the selected topic. An example of content would be:

- Prevalence of family violence generally and intimate partner violence (IPV) specifically
- Consequences of IPV
- Effect of IPV on children
- Theoretical explanations of IPV
- Challenging myths around IPV
- Criminal justice responses to IPV
- Government policies and programs
- Child Abuse
- Elder Abuse
- Gender-based violence
- Honour killings

Memo for Course Changes

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Irwin Cohen, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: January 17, 2025

Subject: Proposal for revision of CRIM 240

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

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

2. Rationale for change:

   As part of its six-year review, the calendar description and learning outcomes have been revised to align the course more directly with how it is taught and UFV's learning outcomes, as well as to address Indigenization. The change to the pre-requisites of 9 university-level credits is to ensure that students have some foundational knowledge and writing skills to better prepare them for second-year courses. For program students, the School advises that they take CRIM 100, CRIM 103, and CMNS 125 or ENGL 105 in their first semester. Students typically follow this plan, which would then provide them with the appropriate foundational skills. For non-program students, we expect that they will take at least one writing course and one introductory course, which would then provide them with some appropriate foundational skills. The change in evaluation methods better captures the range of assessments that instructors use.

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

   Three additional learning outcomes have been added to align the course better with UFV's learning outcomes. These are specific to UFV's learning outcomes of examine critically and holistically, engage with Indigenous knowledge systems, and advocate for EDI.

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

   As this course examines criminal justice systems from around the world and their cultural, historical, religious, and political roots, it formally includes consideration of Indigenous legal and cultural influences on criminal justice. The course also requires learners to incorporate this knowledge into their assignments by comparing Indigenous ways of knowing to other legal traditions.
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

   As this course compares criminal justice systems from around the world, students are exposed to diverse systems and the impacts of culture, religion, and politics. Each discussion of the diverse criminal justice systems globally will highlight the efforts made by these systems to enhance their treatment of racialized and marginalized groups within their respective jurisdictions. Instructors also utilize various methods of assessment to engage students and assess them fairly and equitably, such as reflection papers, presentations, and term papers.
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): Textbook costs range from $75 to $275.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2006
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 240	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Comparative Criminal Justice Systems **Course Short Title:** Comparative CJ Systems	
Faculty: Faculty of Social Sciences	**Department/School:** Criminology and Criminal Justice

Calendar Description:

Studies several criminal justice systems, with a focus on the role of political institutions, criminal law, history, and culture in the development of criminal justice systems. Includes an exploration of how different criminal justice systems respond to similar problems, issues, and events.

Prerequisites (or NONE):	CRIM 103. Note: As of January 2026, prerequisites will change to 9 university-level credits including CRIM 103.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **CRIM 460**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 9, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes

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

1. Discuss the role of culture, history, religion, and politics in the development of criminal justice systems around the world.
2. Identify trends, challenges, and effective criminal justice system practices from a global perspective.
3. Compare different criminal justice systems and legal traditions.
4. Articulate Indigenous legal traditions and approaches to law.
5. Analyze the roots of various legal traditions and criminal justice systems.
6. Interpret the treatment of specific criminal justice problems or issues in different countries.

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

Assignments:	45%	Quizzes/tests:	55%		%
	%		%		%

Details:

Assignments may include term papers, critical analysis thought papers, presentations, or in-class writing assignments.

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, discussions, exams

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	Terrill, Richard J.	World Criminal Justice Systems: A Survey (Anderson Publishing Co.	2023
2.	Textbook	Ebbe, Obi N.I.	Comparative and International Criminal Justice Systems	2013
3.	Textbook	Pakes, Francis	Comparative Criminal Justice	2024
4.	Textbook	Reichel, Philip L.	Comparative Criminal Justice Systems	2018
5.	Textbook	Milward, D., & Rudin, J.	Indigenous Law and Canadian Criminal Justice (Chapter 3: Indigenous Rights, Legal Orders, and the Constitution)	2025

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

Course Content and Topics

- The common law legal tradition
- The civil law legal tradition
- Socialist law legal tradition
- Indigenous law legal tradition
- Islamic law legal tradition
- Canada's criminal justice system
- England's criminal justice system
- France's criminal justice system
- Japan's criminal justice system
- China's criminal justice system
- Russia's criminal justice system
- Saudi Arabia's criminal justice system

Memo for New Course

To: CACC

From: Heather McAlpine

Date: August 2024

Subject: Proposal for new course (ENGL 389: Careers in Writing and Publishing)

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

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

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

   This course is designed to address a gap in current English Department offerings: a course which familiarizes students with the range of options available to them for employment within the book industry. Through lectures, exercises and hands-on involvement in UFV English's existing ancillary programming, such as the Fraser Valley Writers Festival and the Louden Singletree student magazine, students will gain practical skills that will give them a leg up in the industry should they decide to pursue a such a career.

   Students will develop their skills as editors (substantive, copy, proofreading, fact-checking), critics (reviews, interviews, essays), organizers (events, campaigns), publishers and literary marketers.

   While this course will touch on aspects of editing and promotions more broadly addressed in other courses (CMNS 312, 316, 320; AIS 380), here we will be focusing on such issues through the lens of literary publishing – a unique landscape with its particular demands and opportunities, for which specialized training is valuable.

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):

   English Department Learning Outcomes: In this upper-division class, students will be challenged to make use of all that they have learned in their English Department classes. They will practice a variety of approaches to criticism (reviews, interviews, essays), in which they will apply their knowledge of the history of a range of literary genres to contemporary works. Students will be challenged to make full use of their skills in research and analysis in producing public-facing texts, and in engaging directly with authors. They will also work creatively and collaboratively to execute literary programming, preparing them to be leaders in literary and cultural fields upon graduation.

   ILO 1: Students will learn higher-level, public-facing techniques of review, analysis, revision and critique via the study of contemporary editing (substantive, copy, proofreading), review and interviewing practices. Students will gain hard-to-access industry knowledge on publishing, editing, marketing and literary organizing.

ILO 2: Students will learn how to form their own critical arguments around books, while also learning how to create a space, via interviewing, editing and workshops, in which the critical thinking of others can thrive.

ILO 3: Students will learn through interactive practices, including workshops, interviews and project collaboration, to work in ways which support and empower their colleagues and other industry professionals. They will learn to promote, summarise and analyse books for public consumption via a variety of mediums, including print, online journals and magazines, and social media.

ILO 4: Students will collaborate with one another on the creation and execution of small-scale projects. They will collaborate with UFV faculty, staff and practicum students on the execution of major projects, including the Fraser Valley Writers Festival and the Louden Singletree. They will collaborate with one or more professional working writers in conducting a literary interview. Students will analyze the current industry's infrastructure, history and trends and suggest possibilities for improvement, especially in the areas of heightening traditionally marginalized voices.

ILO 5: Students will engage with contemporary Indigenous texts, and in some cases directly with authors, via reviews and interviews. They will learn from industry professionals about developments in Indigenous publishing and the Indigenization of the publishing industry.

ILO 6: The course is oriented toward public-facing, post-graduation work, empowering students to take leading roles in the publication and promotion of books both nationally and globally.

ILO 7: Students will learn to critically assess inequities in the publishing world, and both devise strategies to address them, and develop a process of self-reflexivity to better understand their own cultural biases.

ILO 8: Students will take on self-created projects that will address gaps in the industry. They will be empowered by their professor, guest lecturers and classmates to aim big and push themselves to make a significant impact on the world of books and writing.

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

   N/A

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

   English, AIS, CMNS, SOCA.

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 will include a critical assessment of the current publishing landscape, with special attention paid to recent steps to Indigenize publishing. Drawing on resources such as *Indigenous Elements of Style* (ed. Gregory Younging, Brush Education, 2018) and conversations with Marilyn Dumont, katherena vermette, Armand Garnet Ruffo, and Liz Howard in *What the Poets Are Doing: Canadian Poets in Conversation* (ed. Rob Taylor, Nightwood Editions, 2018), students will analyse what is working well, what gaps remain, and what pushback may be emerging in response to changes. They will then suggest possible approaches to correcting problems and filling in gaps. Many students will also work directly with Indigenous writers and their work via author interviews and book reviews. Some of these will be published, enhancing the profile of the books and authors. Students will additionally collaborate with Indigenous authors in their work promoting and coordinating the Fraser Valley Writers Festival.

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

   Students will focus on how to amplify marginalized voices throughout the course. This will include editing (editing dialect, editing multi-language texts and texts in translation, etc.), reviewing (ethics of reviewing across cultural difference), interviewing (centring an interview in the subject's position as best possible, while being aware of one's own limited perspective), and marketing and promotion (marketing to multiple public spheres, diversity in event curation and magazine editing). The goal of the course is to produce a new generation of literary workers who are mindful to the fact that their perspective on the world is limited, and that strength in publishing, as in our wider culture, lies in its diversity.

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

   In addition to course work, students will attend and help coordinate the Fraser Valley Writers' Festival (two days, early November).

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

   $60 for course textbooks and printing costs for students' workshopped materials.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENG 389	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Careers in Writing and Publishing **Course Short Title:** Careers in Writing and Publishing	
Faculty: Faculty of Humanities	**Department (or program if no department):** English

Calendar Description:

Lessons, exercises and hands-on training in the fields of publishing, editing, literary marketing, literary event organizing, book reviewing, interviewing and more. Designed for students who are curious about working in the publishing industry following graduation.

Prerequisites (or NONE):	Two 200-level English courses including one of ENGL 208, ENGL 211, ENGL 212, ENGL 213, or ENGL 215.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	20
Experiential (work-integrated learning)	10
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Fall only**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 26, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Describe the range of careers available in the realm of writing and publishing.
2. Evaluate the quality of published books, and their place within the wider literature, through the writing of book reviews.
3. Acquire first-hand knowledge of literary craft and the world of contemporary publishing through interviews with writers and publishers.
4. Critique and improve one another's critical work in workshopping environments.
5. Apply approaches to editing at multiple levels (substantive editing, copyediting, proofreading, fact-checking) to the writing of their classmates and professional authors.
6. Analyze the strengths and weaknesses of the publishing industry in a digital age.
7. Evaluate gaps in the current publishing landscape, with special attention to the full participation of historically marginalized groups and the Indigenization of the industry.
8. Analyze approaches to the operation of literary arts organizations in preparation for future opportunities within those organizations.

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

Assignments:	55%	Field evaluation:	5%	Project:	30%
Quizzes/tests:	10%		%		%

Details: Participation (10%), journal/reflective writing (10%), critical review (15%), literary interview (20%), editing quiz (10%), writers festival field evaluation (5%), final project (30%).

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

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

Lectures, guest lectures, field studies of events and festivals.

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	Wachtel, Eleanor	*The Best of Writers and Company*	2016
2.	Textbook	Lahey, Anita	*The Mystery Shopping Cart: Essays on Poetry and Culture*	2013
3.	Article	Editors Canada	*Edit Like a Pro*	2016
4.	Article	Jeannette C. Armstrong	"Four Decades: An Anthology of Canadian Native Poetry from 1960 to 2000," in *Native Poetry in Canada: A Contemporary Anthology*, ed. Jeannette C. Armstrong and Lally Grauer, Broadview Press	2001
5.	Article	Marilyn Dumont and katherena vermette	"Animating their Words: Marilyn Dumont and Katherena Vermette," in *What the Poets Are Doing: Canadian Poets in Conversation*, Nightwood Editions	2018
6.	Article	Nadia L. Hohn	"How to Create An Inclusive Literary Festival," ByBlacks.com	2023
7.	Article	League of Canadian Poets	"Hosting a Poetry Reading," Poets.ca	2016
8.	Article	Gregory Younging	"Culturally appropriate publishing practices for Indigenous authors and content," in *Indigenous Elements of Style*, Brush Education	2018

Course Content and Topics

Unit One (Week 1-3) – Editing

- Lectures and exercises on substantive editing, copyediting and proofreading
- Collaborative work editing and workshopping each other's writing at the various levels of evaluation
- Quiz

Unit 2 (Week 4-5) – The Literary Interview

- Lectures and readings on literary interviews across a variety of genres
- Selection of a professional author to interview and preparation of author questions
- Submission of completed interview at end of term

Unit 3 (Weeks 6-10) – Literary Organizing and Marketing

- Lectures and guest lectures on literary festivals, reading series, large-scale book clubs (Canada Reads) and more
- Guest lectures on marketing and promotions from independent and international book publishers
- Participation in the planning, marketing and promotion of the Fraser Valley Writers Festival
- Introduction of final project: proposals for future campus literary events and publications.

Unit 4 (Week 10-13) – Professional Critical Writing

- Lectures and readings on the critical essay and critical review, differentiating between academic and literary writing
- Review of magazines, websites, newspapers and journals interested in various types of critical responses to books
- Completion of a critical response to one or more books

Memo for Course Changes

To: CACC

From: (Department head or Chair of Program Working Group) Dr. Geetanjali Gill, Chair of GDS PC

Date: Oct. 14, 2024

Subject: Course revision of GDS 330 and De-crosslisting GDS 330 from ANTH

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

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☒ Other – Please specify: Decrosslisting GDS course from ANTH

2. Rationale for change:

   We are de-crosslisting GDS 330 from ANTH so that it can be taught by more GDS faculty (some of whom may not have adequate training and knowledge of Anthropology). However, it should be noted that much scholarly writing on Humanitarianism has been written by Applied/Development Anthropologists, and students will continue to use these materials in the course. GDS has also been cleaning up the program, including the removal of unnecessary cross-lists.

   We have also made some changes to the calendar description, learning outcomes, and typical course content to reflect the decrosslisting from ANTH.

   We have also reduced the credits from 4 to 3, as we are doing with all new and revised GDS 3XX courses (and as other programs in CoA are doing). All GDS 3 credit courses have 45 lecture/seminar hours, so we have also made this change.

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):

GDS Program LOs	Course LOs	ILOs (July 2024)

-Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice.	-Analyze the nature and causes of global conflicts, crises, and complex emergencies -Examine the impacts of humanitarian actions upon local communities and individuals in the global South	1, 2, 3, 5, 8
-Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.	-Apply diverse perspectives and approaches to intersecting challenges related to humanitarianism, development, and peace	2, 5, 6, 7, 8
-Engage in debates, dialogue, and action related to social justice and global development	-Apply diverse perspectives and approaches to intersecting challenges related to humanitarianism, development, and peace	2, 5, 6, 7, 8
-Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development	-Articulate how unequal power relations between humanitarian actors and affected populations can be problematic and unethical	2, 3, 5, 6, 7, 8

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

   While this course was cross-listed with ANTH, it is not required for the ANTH Minor program.

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

   The SCMS department and ANTH program were consulted about this change. They are in favour of this de-crosslist (see emails from SCMS and ANTH).

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

   This course examines how the most vulnerable and marginalized populations, globally, are affected by complex emergencies, and by humanitarian aid actors. Indigenous populations are amongst the most vulnerable populations in many regions of the world. The course also examines the increased recognition by humanitarian aid actors and practitioners on the need to centre Indigenous knowledge in humanitarianism.

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

This course specifically addresses the exclusion of marginalized groups, as well as the evolution of the humanitarian and development aid sector that has led to the prioritization of decolonial, anti-racist, inclusive, and equitable approaches to addressing complex emergencies and development. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.

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

   N/A

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

   $0. All course reading materials are open access.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2022
REVISED COURSE IMPLEMENTATION DATE: May 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** June 2027
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: GDS 330	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Humanitarianism and Complex Emergencies **Course Short Title:** Humanitarianism & Emergencies	
Faculty: Faculty of Humanities	**Department/School:** Global Development Studies

Calendar Description:

Students apply a critical perspective and use ethnographic texts to interrogate complex causes of conflicts and emergencies in the global South, responses of humanitarian actors, impacts on aid "recipients", and intersecting challenges facing affected communities.

Note: Students with credit for GDS 299C, ANTH 299H, or ANTH 330 cannot take this course for further credit.

Prerequisites (or NONE):	9 credits of ANTH and/or GDS, or 45 university-level credits. Note: As of January 2026, prerequisites will change to 45 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **GDS 299C or ANTH 299H**

Cross-listed with:

Equivalent course(s): **ANTH 330**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**:** 36

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	October 15, 2024
Faculty Council approval	**Date of meeting:**	November 8, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Analyze the nature and causes of global conflicts, crises, and complex emergencies.
2. Examine the impacts of humanitarian actions upon local communities and individuals in the global South.
3. Articulate how unequal power relations between humanitarian actors and affected populations can be problematic and unethical.
4. Apply diverse perspectives and approaches to intersecting challenges related to humanitarianism, development, and peace.

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

Assignments:	35%	Project:	65%		%
	%		%		%

Details:

Assignments: analysis papers, ethnographic text review article

Projects: research paper (25%), reflections/online discussions and peer feedback (15%), presentation (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.)*

This course will consist of lectures, presentations, guest lecturers, and in-class group work.

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

	Type	Author or description	Title and publication/access details	Year
1.	Book	Keen, D.	Complex Emergencies (publisher – Polity)	2008
2.	Book	Heintze, J., P. Thielborger (eds)	International Humanitarian Action (publisher – Springer)	2018
3.	Book	Burtscher, D., B Stringer, J. Veran	Medecins Sans Frontieres and Humanitarian Situations: An Anthropological Exploration (publisher – Routledge)	2020
4.	Book	Bergman, C.	Another Day In Paradise: International Humanitarian workers tell their stories (publisher – Orbis Books)	2009
5.	Book	Sliwinski, A.	A House of One's Own: the moral economy of post-disaster aid in El Salvador (publisher – McGill-Quens Press)	2018

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

N/A

Course Content and Topics

Introductory module:
- Causes and nature of conflicts, crises, and complex emergencies

Impacts and manifestations of complex humanitarian emergencies module:
- Violence and war
- Displacement and famine

Responses to complex humanitarian emergencies module:
- Responding to famines and food aid
- Responding to displacement, natural disaster relief
- Responding to armed conflict, war, and medical aid and relief

Humanitarian aid system and actors module:
- Landscaping the humanitarian aid system
- Ethical issues, encounters, and ethnographies

Critiques of humanitarianism module:
- Neo-colonialism, power, agency
- Celebrity activism, public engagement, media representations
- Post-conflict societies; and Triple Nexus approaches

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 101

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

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

2. Rationale for change: This course was due for its six-year review. Revisions include reducing the number of learning outcomes from 18 to 6. The textbook has been updated to the current one adopted. The assessment methods were also updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The GERM courses do not contribute to a specific program beyond the German Intermediate Proficiency associate certificate and thus do not have attached program learning outcomes, but they contribute to students' abilities to meet the ILOs as follows:

Course Learning Outcome	ILO
1. Read basic texts in German 2. Speak and write in German about such topics as family, friends, interests, hobbies, daily life, and personal opinions and tastes	Match with new ILO 1: Apply Knowledge and Competencies Proficiently. These outcomes contribute to students' ability to "access, organize, and examine written, oral, visual, and numerical information." In learning an additional language, students expand their ability to critically examine their first language while also expanding their ability to move within and across knowledge systems.

3. Engage in a variety of interactions with speakers of German, including greetings, introductions, telling time, descriptions of people, places and things	Match to new ILO 6: Contribute Locally and Globally. In meeting this outcome, students in this course will "make connections between course content and international […] issues. They contribute to and are productive participants in communities." Learning more about other cultures and communities allows the learners to become better functioning members of these communities.
4. Ask and answer basic questions in German	Match with new ILO 3: Communicate Effectively. Students "communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation."
5. Examine their own cultural background	Match with new ILO 2. Examine Critically and Holistically. Students use language-based literacy (identified in this ILO as one of the "multiple literacies") to pose questions and propose solutions.

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

   German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

   The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

CWC comment and response:

- The GERM 101 learning outcomes mostly focus on specific skill-focused (reading, writing, speaking) competencies/tasks (e.g., "Read basic texts in German") but GERM 102 also includes linguistic knowledge learning outcomes. Pre-Check recommends maintaining consistency of both across the GERM course outlines. For example, all of the skills/competency focused outcomes could be stated first, followed by a more generic statement across all courses that covers linguistic knowledge. For example: "Use various German grammatical structures appropriately when answering questions or requesting information" and "Use new vocabulary and grammatical concepts in the imperative, the simple past and the present perfect tense" followed by "Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes."

  Requested changes have been made.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** January 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GERM 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: German Language I **Course Short Title:** German Language I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students develop active communication skills. Focus is on oral communication in a variety of everyday situations: narrating events in present tense, describing situations, expressing commands, making requests, giving advice, and expressing personal preferences in German.

Note: This course is equivalent to CEFR level A1.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 23, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Read basic texts in German.
2. Speak and write in German about such topics as family, friends, interests, hobbies, daily life, and personal opinions and tastes.
3. Engage in a variety of interactions with speakers of German, including greetings, introductions, telling time, descriptions of people, places and things.
4. Ask and answer basic questions in German.
5. Examine their own cultural background.
6. Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.

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

Quizzes/tests:	50%	Final exam:	30%		%
Assignments:	20%		%		%

Details:

Assignments: 20%
- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%
- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students are involved in producing German from the very first class as they work to develop the four basic skills: listening, speaking, reading, and writing. Instruction includes grammatical explanations and group interaction. The online component is intended to improve students' pronunciation, comprehension and writing skills. Quizzes, chapter tests, and final exam include oral comprehension components.

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	Evans, Pude, & Specht	Menschen, A1.1, Hueber	2018
2.	Online resource	Menschen textbook free online resources	www.hueber.de/menschen/lernen:	
3.	Online resource	Quizlet with free vocabulary practice	https://quizlet.com/class/2759871/	

Course Content and Topics

- Greetings, farewells, alphabet, pronunciation
- Gender of nouns, definite and indefinite articles, subject pronouns, pronunciation
- Nominative versus accusative case, verbs "sein" and "haben"
- Word order in questions, statements; conjunctions, numbers
- Present indicative of regular verbs
- Forming questions using question words
- Talking about time and dates, present indicate of stem-changing verbs
- Present indicate tense used as future tense; negation
- Possessive adjectives
- Descriptive adjectives; modal verbs
- Modal verbs continued; the imperative
- Adverbs
- Separable and inseparable prefix verbs in present tense
- Final oral proficiency demonstration

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 102

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

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

2. Rationale for change: This course was due for its six-year review. Revisions include reducing the number of learning outcomes and streamlining them. The textbook has been updated to the current one adopted. The assessment methods were also updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The outcomes have been updated, but most of the changes are editorial and simply enhance the clarity. Some outcomes have been removed since they were represented within other higher-level outcomes already. The intent of the outcomes has not changed.

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

German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.

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

   The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** January 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GERM 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: German Language II **Course Short Title:** German Language II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students extend and solidify communication skills in German. They develop further basic oral and written communication skills through the study of vocabulary, grammar, and culture. Students progress simultaneously in each of the four language skills: listening, speaking, reading, and writing German.

Note: This course is equivalent to CEFR level A2.

Prerequisites (or NONE):	GERM 101 or assessment of the department.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 23, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Identify the components of language (e.g. verbs, objects, prepositions).
2. Use various German grammatical structures appropriately when answering questions or requesting information.
3. Use new vocabulary and grammatical concepts in the imperative, the simple past and the present perfect tense.
4. Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.
5. Review social media to understand and respond to ideas or comments with others.
6. Express preferences, daily routines, opinions, feelings, everyday events, and other topics primarily grounded in personal experience.
7. Write shorts texts dealing with everyday topics, such as a plans for work and leisure, an email describing activities in past summer, or requesting basic information.
8. Show awareness of social conventions and cultural values embedded in the target language.
9. Use the German language to participate in German communities at home and around the world.

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

Assignments:	20%	Final exam:	30%		%
Quizzes/tests:	50%		%		%

Details:

Assignments: 20%

- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%

- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

An increased emphasis is placed on developing spoken German. The amount of German used in class is increased steadily, and by the end of the course, German becomes the primary language of instruction. The student-centered, communicative approach encourages and helps students to interact meaningfully in German. Instruction includes grammatical explanations and group interaction. Course material concentrates on the acquisition of vocabulary and grammatical skills enabling students to accurately communicate orally and in writing at a beginner's level in German. The online component is intended to improve students' pronunciation, comprehension and writing skills. Quizzes, chapter tests, and final exam include oral comprehension components.

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	Evans, Pude, & Specht	Menschen, A1.2, Hueber	2018
2.	Online resource	Menschen textbook free online resources	www.hueber.de/menschen/lernen:	
3.	Online resource	Quizlet with free vocabulary practice	https://quizlet.com/class/2759871/	

Course Content and Topics

- Review of nominative and accusative case
- Dative case, prepositions with dative case
- Regular verbs in Perfekt tense (past indicative tense)
- Dative pronouns; more Perfekt tense
- Two-way prepositions
- Regular verbs in simple past tense
- Coordinating and subordinating conjunctions
- Separable and inseparable prefix verbs in Perfekt tense
- Separable and inseparable prefix verbs in simple past tense
- More time expressions; infinitive phrases
- Comparatives and superlatives
- Genitive case
- Final oral proficiency demonstration

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 201

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

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

2. Rationale for change: As part of its six-year review, the course's outcomes were updated slightly. The changes are primarily editorial. The textbook and assessment methods have also been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The outcomes have been updated, but most the changes are editorial and simply enhance the clarity by focusing on measurable verbs. The intent of the outcomes has not changed.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required in any other programs.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
   German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge

will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.

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

   The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values. In particular, the second-level German courses provide an enhanced and expanded discussion of culture and diversity.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** January 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GERM 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate German I: Composition Skills **Course Short Title:** Int German I: Composition	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students focus on the formal acquisition of the German language. They expand their basic linguistic skills through integrated and interactive practice in reading, writing, listening, and speaking. The course also promotes intercultural learning and the development of international awareness.

Prerequisites (or NONE):	GERM 102 or assessment of the department.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 23, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.
2. Read complex texts and engage in complex conversations in German.
3. Communicate using the structural complexities of the German language (grammar).
4. Engage in a variety of everyday interactions with speakers of German.
5. Discuss recent history and current events, cultural differences, and opinions in German.
6. Use various tenses, including expressing wishes and regrets (subjunctive tenses).
7. Explain perspectives and worldviews common to the cultures and countries in which German is spoken.

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

Assignments:	20%	Final exam:	30%		%
Quizzes/tests:	50%		%		%

Details:

Assignments: 20%
- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%
- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

The instruction format integrates a combination of lecture, question and answer sessions, whole-class participation, small group activities, and partner work. Learning success will depend on student participation in these class activities as well as the frequency and quality of the work performed outside of the classroom. Learning a foreign language requires on-going engagement with the material and students are expected to work on their own linguistic skills on a daily basis. The online Student Work Book provides an excellent tool for this purpose and regular online homework assignments are given for this purpose. The weekly seminar hour provides students with a forum to improve their speaking/comprehension/pronunciation skills by interacting with a German speaker.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Habersack, C.	Menschen A2.1, Hueber	2017
2.	Online resource	Textbook website	www.hueber.de/menschen/lernen	
3.	Online resource	Quizlet with free vocabulary exercises	https://quizlet.com/class/2759871/	
4.				
5.				

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

Optional: German-English/English-German Dictionary (e.g. Langenscheidt, Klett-Collins, etc.)

Course Content and Topics

- Cultural differences
- Storytelling
- Recent German history and current events
- Relationships
- Grammar: relative clauses and relative pronouns, reflexive verbs, simple past tense, passive voice, participles used as adjectives, present and past-time subjunctive, genitive prepositions

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 202

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

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

2. Rationale for change: As part of its six-year review, the course's calendar description and outcomes were updated and expanded upon to differentiate this course from GERM 201. The textbook and assessment methods have also been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The outcomes have been updated, with most changes being editorial. The general intent of the outcomes has not changed, but more emphasis has been placed on analyzing and discussing German culture in the context of other cultures, particularly Canadian and Indigenous cultures. The outcomes as written do more to help students meet the new ILOs 5: Engage with Indigenous Knowledge Systems and 6: Contribute Locally and Globally.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required in any other programs.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

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

German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.

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

   The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values. In particular, the second-level German courses provide an enhanced and expanded discussion of culture and diversity.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** January 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GERM 202	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate German II: Language and Culture **Course Short Title:** Int German II: Lang & Culture	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students continue to focus on the formal acquisition of the German language. They expand their linguistic skills through integrated and interactive practice in reading, writing, listening, and speaking with a particular focus on advanced skills and popular German culture. The course also promotes intercultural learning and development of an international awareness by comparing German culture to Canadian and Indigenous cultures.

Prerequisites (or NONE):	GERM 201 or assessment of the department.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 23, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.
2. Analyze complex texts in German.
3. Communicate effectively in long conversations in German.
4. Deliver narrative descriptions and statements of opinion related to current German music, tourism, and fashion.
5. Discuss topics of general interest.
6. Ask and answer questions appropriate to context and situation.
7. Compare contemporary German culture with Canadian and Indigenous cultures.

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

Assignments:	20%	Final exam:	30%		%
Quizzes/tests:	50%		%		%

Details:

Assignments: 20%
- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%
- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

The instruction format integrates a combination of lecture, questions and answer sessions, whole-class participation, small group activities and partner work. Learning success will depend on student participation in these class activities as well as the frequency and quality of the work performed outside of the classroom. Learning a foreign language requires on-going engagement with the material and students are expected to work on their own linguistic skills on a daily basis. The weekly seminar hour provides students with a forum to improve their speaking/comprehension/pronunciation skills by interacting with a German speaker.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Habersack, C.	Menschen, A2.1, Hueber	2017
2.	Online resource	Textbook website	www.hueber.de/menschen/lernen	
3.	Online resource	Quizlet with vocabulary resources	https://quizlet.com/class/2759871/	
4.				
5.				

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

Optional: German-English/English-German Dictionary (e.g. Langenscheidt, Klett-Collins, etc.)

Course Content and Topics

- German economy and environment
- Multicultural societies: comparison with Canada and the experiences of Indigenous peoples
- Music
- Tourism
- Fashion
- Grammar: negation, conjunctions, prepositions, comparisons, present and past participles, passive voices, present and past subjunctive tenses

Memo for Course Changes

To: UEC

From: Alan Cameron, Department Head, MOLA

Date: May 21, 2024

Subject: Proposal for revision of MAND 101

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

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

2. Rationale for change: As part of the regular review for this course, the learning outcomes were updated to focus more on measurable verbs. The calendar description is essentially the same, but reworded to focus on the student experience. The textbook list has been re-ordered, updated, and simplified. The evaluation methods have been updated to reflect the current practices in this course, and the content/topics have also been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The changes to learning outcomes are minor and do not change their intent.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   This course uses instructional methods and content choices to introduce lower-level students to concepts around Indigenization. It is designed to teach students in a culturally sensitive way by incorporating knowledge about Indigenous cultures, in response to the lesson topics being learned.

For example, teaching basic Mandarin words related to nature, like 'mountain' or 'river', can be related to the significance of land in Indigenous cultures. When students learn to tell their names in Mandarin, they are encouraged to discuss how names are given in Chinese culture, in their home cultures, and in other cultures as well, including Indigenous cultures. The course also fosters a collaborative learning environment and integrates community-building activities to reinforce the significance of relationships and interconnectedness among students as integral components of the learning process. These principles are closely aligned with Indigenous cultures, where learning is often seen as a collective experience rooted in relationships and community. By promoting group work and shared learning, the course reflects Indigenous values of interconnectedness and the importance of mutual support in education.

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

   In this course, students are always reminded of linguistic and cultural diversity. Although the course is focused on Mandarin, the complexity and richness of language variation is also introduced, like the regional dialects in China, such as Cantonese and Hakka. By doing so, students gain an appreciation for the diverse linguistic practices and develop a broader understanding of global cultures.

   The curriculum incorporates a wide range of cultural perspectives, allowing students to explore Chinese traditions while expanding their own worldviews. This approach encourages respect for different cultural backgrounds and promotes a deeper engagement with diversity.

   Assessments are varied to accommodate diverse learning styles, including oral presentations, written tasks, and collaborative group work. These multiple formats allow students to demonstrate their learning in ways that align with their strengths. Additionally, students are invited to bring their personal cultural experiences into class discussions, enriching the learning environment with multiple perspectives.

   Moreover, group activities are designed to encourage collaboration across diverse student backgrounds, facilitating peer learning and mutual support. To enhance cross-cultural communication, students have the opportunity to participate in language exchanges with native Mandarin speakers who are international students at UFV. This interaction provides an authentic platform for developing intercultural competence and fostering inclusivity in the classroom.

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

9. Estimate of the typical costs for this course, including textbooks and other materials: Approximately $150 for textbooks.

CWC comment and response:

- Has the department considered the use of a language framework for Mandarin, such as CEFR or HSK?
  Not at this time, however this is something we are working towards and requires professional development training.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MAND 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Mandarin I **Course Short Title:** Intro to Mandarin I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students learn basic skills in listening, speaking, reading, and writing in Mandarin Chinese. Students also gain an introduction to Chinese culture.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 21, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Demonstrate basic Mandarin phonetics: tones and pronunciation.
2. Use basic Chinese sentence structures.
3. Create short dialogues in a real-life context: greetings, requests, family and school life, plans, activities, etc.
4. Describe the different components of Chinese characters.
5. Write simple sentences and short dialogues both in Chinese characters and in Pinyin.
6. Compare Chinese and Canadian values and customs.

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

Assignments:	20%	Lab work:	15%		%
Quizzes/tests:	60%	Project:	5%		%

Details: Assignments include participation (10%). Quizzes/tests include vocabulary quizzes (10%), listening quizzes (10%), lesson quizzes (20%), oral test (10%), and final test (10%).

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

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

Activities may include, but are not restricted to:

- Small group practice of grammatical structures studied in class or at home
- Reading aloud, comprehending and discussing the main texts
- Completing all the usage-based exercises in each lesson
- Sharing knacks of writing and memorizing characters and their Pinyin counterparts
- Listening to audio tapes and viewing video tapes
- Creating role plays based on the dialogues learned in the textbook
- Playing Chinese language games
- Singing Chinese songs
- Participating in conversation labs with the lab assistant

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

	Type	Author	Title and publication/access details	Year
1.	Textbook	Yuehua Liu et al.	Integrated Chinese Textbook, Volume 1, (Simplified Character Version), 4th Edition. Cheng & Tsui	2017
2.	Textbook	Yuehua Liu et al.	Integrated Chinese Workbook, Volume 1, (Simplified Character Version), 4th Edition. Cheng & Tsui	2017
3.	Textbook	Yuehua Liu et al.	Integrated Chinese Character Workbook, Volume 1, 4th Edition. Cheng & Tsui	2017
4.	Online resource	Yuehua Liu et al.	Integrated Chinese, Volume 1, 4th Edition, Cheng & Tsui (3-in-one)	2017

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

A good English-Chinese / Chinese-English dictionary.

Course Content and Topics

- General introduction to Mandarin
- Introduction to Pinyin sounds
- Practicing Chinese tongue twisters
- Chinese writing system (Chinese characters)
- Everyday classroom expressions
- Exchanging basic greetings and farewells
- Telling one's family name, given name, and full name
- Asking about nationality and identity
- Talking about family photos and family members' occupations
- Learning numbers in Chinese
- Discussing times and dates
- Talking about ages and birthdays
- Naming common hobbies
- Making plans for the weekend with friends
- Playing the role of a host or a guest: learning to welcome visitors, introduce guests, ask for or offer beverages, and briefly describe the visit

Memo for Course Changes

To: UEC

From: Alan Cameron, Department Head, MOLA

Date: May 21, 2024

Subject: Proposal for revision of MAND 102

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

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

2. Rationale for change: As part of this course's six-year review, the learning outcomes have been updated. The textbooks have been revised to reflect the current ones used. The changes to the calendar description are minor edits only. The assessment weighting has been adjusted to reflect the current practice in this course. Finally, the number of hours has been changed to accurately represent how this course has been scheduled.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The learning outcomes now focus on the learning students achieve in this course, rather than comparing with skills gained in previous courses. The outcomes have also been simplified or clarified in some areas. The intent of the outcomes has not changed.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course continues to use instructional methods and content choices to introduce lower-level students to concepts around Indigenization. When certain topics are introduced according to the curriculum, place-based learning is sometimes used as a method of delivery, where the land and environment becomes central elements of language instruction. For instance, images of Indigenous people's living quarters are displayed, and students are tasked with describing them using proper Chinese grammar and sentence structures. This approach integrates cultural context with language practice, reinforcing both linguistic skills and an appreciation for diverse ways of living. In addition, Indigenous artifacts, such as totem poles and dreamcatchers, are used as visual tools to help students understand the cultural significance of Indigenous symbols, values, and traditions. In Mandarin, students describe these artifacts, which encourages language acquisition and an appreciation for Indigenous art and cultural history.

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

   In this course, a variety of teaching methods—including audio-visual materials, written texts, and interactive activities—are used to accommodate different learning styles and abilities, ensuring equitable access to the content. Students are encouraged to contribute their own cultural perspectives during discussions, fostering an inclusive environment that values diverse viewpoints. Emphasis is placed on cultural sensitivity, particularly when comparing Chinese culture to other cultural contexts, to promote respectful and thoughtful dialogue.

   Assessments are designed in multiple formats, such as oral presentations, written tasks, and group projects, to provide students with various opportunities to demonstrate their learning in ways that suit their individual strengths.

   Group activities are intentionally structured to encourage collaboration among students from diverse backgrounds, supporting peer learning and mutual understanding. This approach not only promotes equity in the classroom but also prepares students for cross-cultural interactions in a globalized world.

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: Approximately $150 for textbooks.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MAND 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Mandarin II **Course Short Title:** Intro to Mandarin II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students build on basic skills and continue to develop oral, listening, reading, and writing skills and to develop a deeper understanding of Chinese culture.

Prerequisites (or NONE):	MAND 101 or department assessment.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 21, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Demonstrate refined Mandarin pronunciation.
2. Identify key ideas of conversations and short monologues in Mandarin.
3. Read texts on daily topics to answer reading comprehension questions.
4. Discuss daily topics using basic vocabulary and sentence structures.
5. Use over 300 simplified Chinese characters.
6. Write complex sentences and short dialogues both in Chinese characters and in Pinyin.
7. Discuss Chinese culture and customs, especially related to day-to-day activities such as school, shopping, and transportation.

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

Assignments:	20%	Project:	5%	%
Quizzes/tests:	60%	Lab work:	15%	%

Details: Assignments include essays (10%) and participation (10%). Quizzes/tests include vocabulary quizzes (10%), listening quizzes (10%), lesson quizzes (20%), oral test (10%), and final test (10%).

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

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

Activities may include, but are not restricted to:

- Small group practice of grammatical structures studied in class or at home
- Reading aloud, comprehending and discussing the main texts
- Completing all the usage-based exercises in each lesson
- Using language apps such as Quizlet to reinforce memory of vocabulary
- Translating key phrases and sentences taken from the texts
- Giving presentations on assigned tasks
- Creating role plays based on the topics learned in the textbook
- Listening to audio tapes and viewing video tapes
- Playing Chinese language games
- Singing Chinese songs
- Participating in conversation labs with the lab assistant

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

	Type	Author	Title and publication/access details	Year
1.	Textbook	Yuehua Liu et al.	Integrated Chinese Textbook, Volume 1, (Simplified Character Version) 4th Edition. Cheng & Tsui	2017
2.	Textbook	Yuehua Liu et al.	Integrated Chinese Workbook, Voume 1, (Simplified Character Version) 4th Edition. Cheng & Tsui	2017
3.	Textbook	Yuehua Liu et al.	Integrated Chinese Character Workbook, Volume 1, 4th Edition. Cheng & Tsui	2017
4.	Online resource	Yuehua Liu et al.	Integrated Chinese, Volume 1, 4th Edition, Cheng & Tsui (3-in-one)	2017

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

A good English/Chinese – Chinese/English dictionary.

Course Content and Topics

- MAND 101 review
- Expanding vocabulary and grammar
- Writing short essays using more Chinese characters
- Learning complex sentences and short dialogues in Chinese characters and Pinyin
- Making phone conversations and setting up an appointment with a teacher or a friend to help with Chinese
- Discussing exam performance and experience learning Chinese
- Talking about study habits and describing typical classroom situations
- Describing a student's daily routine
- Updating a friend on recent activities
- Writing a simple diary entry, blog post, short letter, or formal email using appropriate conventions
- Recognizing Chinese currency
- Describing the color, size, and price of a purchase, asking for a different color or size, exchanging merchandise, and telling the method of payment
- Navigating public transit, discussing different means of transportation, explaining how to transfer between them
- Expressing gratitude after receiving a favor

Memo for Course Changes

To: UEC

From: Alan Cameron, Department Head, MOLA

Date: May 21, 2024

Subject: Proposal for revision of MAND 201

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

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☒ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☒ Other – Please specify: Course Content and Topics

2. Rationale for change: As part of this course's six-year review, the changes to the calendar description clarify the course's direction and activities. The prerequisites have been updated to allow flexibility for enrolment. The learning outcomes have been revised and updated to be more clear and measurable. The textbooks have been revised to reflect the current ones used. The assessment weighting has been adjusted to reflect the current practice in this course. The course content and topics have been edited to align with the updated texts and resources materials.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The learning outcomes are now more precise and measurable, but cover essentially the same topics and skills and therefore help students meet the ILOs in the same ways. In place of wording such as "more refined," the outcomes now use concrete phrases such as "over 800 simplified characters," and "using the Pinyin input method."
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course integrates instructional methods and content choices to actively contribute to the Indigenization of the curriculum. One approach is through language assignments that link Mandarin learning with Indigenous perspectives. For instance, as students expand their Chinese vocabulary, they are tasked with translating the land acknowledgment into Mandarin. This exercise fosters a deeper connection between language learning and the acknowledgment of Indigenous presence and rights.

In discussions around weather, students explore the cultural significance of weather in both their personal lives and Indigenous worldviews, highlighting the relationship between weather and Indigenous living styles. This encourages students to reflect on Indigenous knowledge systems in relation to their own cultural experiences, promoting cross-cultural understanding.

When studying geographic terms, students view maps of Indigenous territories and practice using Mandarin to describe locations in reference to landmarks, as well as distances between places. This activity not only develops Mandarin proficiency but also enhances students' awareness of Indigenous lands and the significance of place.

Additionally, in lessons on the Chinese zodiac and birth years, students research Indigenous beliefs related to birth years using online resources. This encourages exploration of Indigenous knowledge systems alongside Chinese cultural traditions, fostering respect for different cultural beliefs.

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

   In this course, equity, diversity, and inclusion are central to both the content and structure of assignments. Students are not only introduced to Chinese culture but also encouraged to engage in critical comparisons between Chinese culture, their own cultures, and other cultures within Canada. This comparative approach allows students to bring their unique perspectives to the learning environment, promoting cultural awareness and inclusivity.

   Assessments are designed to be inclusive, offering multiple formats such as individual or collaborative oral presentations, written tasks, and group projects. This variety provides students with the opportunity to demonstrate their learning in ways that best align with their individual strengths, ensuring equitable access to success in the course.

   Collaborative activities are integral to the course design, fostering a sense of community and peer support. Pair and group work encourages students from different backgrounds to work together, facilitating peer learning and providing opportunities for students to learn from each other's experiences. Action-based activities, such as language games and singing Chinese songs with movement, are also included to create an engaging and inclusive learning experience that caters to diverse learning preferences.

   To further support equity and accessibility, students are provided with a range of free online resources. These resources enable them to work at their own pace and in their preferred learning styles outside of class, ensuring that all students have the opportunity to enhance their skills independently. This flexibility in learning promotes an inclusive educational experience that respects and accommodates diverse learning needs.

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: Approximately $150 for textbooks.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MAND 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Mandarin I **Course Short Title:** Intermediate Mandarin I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students practice and enhance all four skills of listening, speaking, reading and writing in Mandarin and acquire grammatical structures and vocabulary for achieving intermediate proficiency in conversation, reading, writing and translation. Students learn to type Chinese texts by using the Pinyin input method and apply this skill in social contexts. Students also develop their understanding of Chinese culture and customs.

Prerequisites (or NONE):	MAND 102 or department assessment.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 21, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply the key elements of modern Chinese grammar necessary for basic communication.
2. Communicate in Mandarin with accuracy and fluency under real-life situations.
3. Use over 800 simplified Chinese characters.
4. Write compositions on various topics.
5. Type Chinese texts using the Pinyin input method.
6. Explain aspects of Chinese society, culture, and social values.

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

Assignments:	20%	Portfolio:	10%		%
Quizzes/tests:	60%	Project:	10%		%

Details:

Assignments include compositions (10%) and participation (10%).
Quizzes/tests include vocabulary quizzes (10%), listening quizzes (10%), lesson quizzes (20%), oral test (10%), and final test (10%).

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

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

Learner-centered approach and communicative approach are extensively implemented in this course. Under the instructor's guidance in relation to the course content, classroom activities include students' individual presentations, cooperative learning and practice in pairs or in small groups, and exercises with the aid of audio-visual materials. Students are also encouraged to participate in Chinese texting and language practices associated with physical movement, such as playing Chinese games, singing Chinese songs, giving role plays, etc.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Yuehua Liu et al.	Integrated Chinese Textbook (Simplified Character Edition), Level 1, Part 2, 3rd Edition. Cheng & Tsui	2016
2.	Textbook	Yuehua Liu et al.	Integrated Chinese Workbook (Simplified Character Edition), Level 1, Part 2, 3rd Edition. Cheng & Tsui	2016
3.				
4.				
5.				

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

Dictionary: Concise English-Chinese Chinese-English Dictionary, The Commercial Press, Oxford University Press

Course Content and Topics

- Vocabulary review
- Intermediate grammar and sentence structures
- Using the Pinyin input method to type simplified characters
- Describing simple weather patterns and change
- Comparing the weather of two places
- Presenting a simple weather forecast
- Ordering dishes in a Chinese restaurant, telling dietary preferences and restrictions, rushing order, and paying for the meal
- Asking for and giving directions
- Identifying locations by using landmarks as references and describing the distance between two places
- Suggesting things to take to a party and arranging the means of transportation to the party location
- Talking about one's birth year and the corresponding Chinese zodiac sign
- Giving a simple description of one's facial features
- Describing basic symptoms of a cold and common symptoms of allergy
- Understanding and repeating instructions for taking medication
- Courteously encouraging people to see a doctor when they are not feeling well

Memo for Course Changes

To: UEC

From: Alan Cameron, Department Head, MOLA

Date: May 21, 2024

Subject: Proposal for revision of MAND 202

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

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☒ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☒ Other – Please specify: Course Content and Topics

2. Rationale for change: As part of this course's six-year review, the changes to the calendar description clarify the focus and activities of the course. The prerequisites have been updated to allow flexibility for enrolment. The learning outcomes have been revised and updated to be more clear and measurable. The textbooks have been revised to reflect the current ones used. The assessment weighting has been adjusted to reflect the current practice in this course. The course content and topics have been edited to align with the updated texts and resources materials.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The learning outcomes have been edited for greater clarity and to use specific, measurable verbs. The intent has not changed.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   This course emphasizes the development of Mandarin proficiency while incorporating principles of Indigenization to foster cross-cultural understanding and inclusivity. Rather than focusing solely on

Mandarin language learning in isolation, students are encouraged to explore and appreciate cultural diversity, including Indigenous perspectives, as part of their broader linguistic and cultural studies. This approach enhances the relevance of language learning within a Canadian context while maintaining a global perspective.
For instance, students are introduced to Mandarin vocabulary and sentence structures through real-world topics that encourage critical reflection on cultural practices. When studying traditional Chinese stories and social conventions, students are asked to reflect on how storytelling and social norms are practiced across different cultures, including Indigenous cultures. This encourages students to think about the role of language in expressing cultural values and traditions while focusing on the practical use of Mandarin.
Assignments such as comparative essays, presentations, and language exercises challenge students to apply Mandarin in various cultural contexts, deepening their language skills while promoting an awareness of cultural diversity. In a practical sense, students might compare Chinese and Canadian approaches to hospitality or family structures, with a focus on how Mandarin is used to express these ideas.
Additionally, students are encouraged to practice Mandarin by describing their interests and experiences, which may involve reflecting on cultural practices within their backgrounds. For example, when discussing leisure activities or vacation customs, students could explore these topics in Mandarin, considering both global and local (Canadian or Indigenous) perspectives on recreation.

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

   Through a combination of oral, written, and interactive tasks, the course encourages students to reflect on and celebrate the diversity of cultures they encounter daily while making meaningful comparisons between Chinese culture and their cultural backgrounds.
   Assessments are designed to accommodate diverse learning styles and preferences, ensuring that students can demonstrate their Mandarin skills in ways that best suit their individual strengths. For example, students are invited to prepare role plays, conduct group presentations, and participate in reflective writing tasks, allowing them to engage with the material in a manner that resonates with their unique learning approaches.
   Pair and group activities are regularly incorporated into the course to encourage collaboration among students from different cultural and linguistic backgrounds. These activities foster peer learning and support and promote a classroom environment where diverse perspectives are acknowledged and valued. By working together, students can learn from each other's experiences and cultural viewpoints, enriching the overall learning experience. Students are also explicitly encouraged to bring their own cultural perspectives into class discussions, helping to create a more inclusive and respectful dialogue around the subject matter.
   To further support inclusivity, students are provided with a wide range of online resources and are encouraged to work at their own pace and in their preferred learning styles outside of class. This flexibility acknowledges students' diverse needs and ensures that they can engage with the material in a way that best supports their individual learning journeys.
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: Approximately $150 for textbooks.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2005
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MAND 202	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Mandarin II **Course Short Title:** Intermediate Mandarin II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students continue to enhance the four skills of listening, speaking, reading, and writing through practice and acquire grammatical structures and vocabulary consisting of 200 to 300 new words for achieving intermediate proficiency in conversation, reading, writing, and translation. Students practice composition and presentation skills in Chinese. They also obtain further understanding of Chinese culture and customs.

Prerequisites (or NONE):	MAND 201 or department assessment.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 21, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Use an expanded vocabulary base.
2. Identify specialized Mandarin vocabulary in their principal areas of study.
3. Apply fundamental grammar structures to different communicative contexts.
4. Express themselves orally and in written form at an intermediate level.
5. Demonstrate intermediate reading comprehension.
6. Identify cultural features of specific social contexts (e.g. the world of business) in China.
7. Use specific, culturally dependent communicative skills in different areas (e.g. acceptable forms for academic papers, punctuation in fictional dialogue, business letters and memos, telephone conversations, etc.).

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

Assignments:	20%	Project:	10%		%
Quizzes/tests:	60%	Portfolio:	10%		%

Details:

Assignments include compositions (10%) and participation (10%).
Quizzes/tests include vocabulary quizzes (10%), listening quizzes (10%), lesson quizzes (20%), oral test (10%), and final test (10%).

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

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

Learner-centered approach and communicative approach are extensively implemented in this course, along with grammar-translation and direct methods. Classroom activities include delivery of course materials by the instructor, students' individual presentations and cooperative learning in pairs or in small groups, and exercises with the aid of audio-visual materials. Students are also encouraged to participate in Chinese texting and language practices associated with physical movement (e.g. playing Chinese games, singing Chinese songs, giving role plays, etc.) and to share learning resources and experience with peers.

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	Yuehua Liu et al.	Integrated Chinese Textbook (Simplified Character Edition), Level 1, Part 2, 3rd Edition. Cheng & Tsui	2016
2.	Textbook	Yuehua Liu et al.	Integrated Chinese Workbook (Simplified Character Edition), Level 1, Part 2, 3rd Edition. Cheng & Tsui	2016
3.				

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

Dictionary: Concise English-Chinese Chinese-English Dictionary, The Commercial Press, Oxford University Press

Course Content and Topics

- Course introduction
- Vocabulary and grammar review
- Usage of cohesive devices
- Reading comprehension
- Inviting someone to go on a date, making arrangements for the hangout, accepting or declining a date politely
- Ending a phone conversation tactfully
- Describing the living quarters
- Naming common pieces of furniture
- Commenting on the pros and cons of living in a place
- Negotiating rent, utilities, and security deposits
- Naming some popular sports
- Talking about exercise habits and discussing feelings about various sports
- Talking about plans for summer vacation
- Describing a travel itinerary, booking an airplane ticket, inquiring about discounts, airfares, routes, seat assignments, and requesting meal accommodations
- Checking in at the airport, greeting or seeing off visitors at the airport
- Reminding people to keep in touch and expressing good wishes to them

Memo for Course Changes

To: UEC

From: Alan Cameron, Department Head, MOLA

Date: May 21, 2024

Subject: Proposal for revision of MAND 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: Course Content and Topics

2. Rationale for change: As part of the regular review for this course, the language of the learning outcomes and calendar description were edited for clarity. The textbook list has been updated to use modern sources. The evaluation methods have been updated to more specific and clear. The course content and topics have been revised to align with the updated texts and resources materials. This course has not been offered in some time, but there is interest in offering it again with local travel since travelling to China would be difficult in the current political climate.
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 learning outcomes are minor and do not change their intent.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course invites students to explore Chinese civilization and culture, offering a broad overview of China's landscape, history, customs, traditional arts, food culture, family life, etc. It encourages students to examine cultural preservation and storytelling by drawing comparisons between Chinese culture, their own cultural backgrounds, and other cultures, including Indigenous cultures. By reflecting on how various cultures, including Indigenous communities, safeguard their traditions and convey their histories, the course promotes intercultural understanding and respect for Indigenous heritage alongside Chinese cultural practices.

Incorporating field trips to local Chinese communities, the course provides students with immersive, real-world experiences in cross-cultural communication. These experiences are deepened through reflective journals, where students not only document their encounters with the Chinese community but also thoughtfully connect these observations to Indigenous communities. Through this reflective process, students engage with the themes of cultural practices, storytelling, and heritage preservation from a holistic, cross-cultural perspective. This approach enriches the curriculum with Indigenous knowledge and fosters meaningful comparisons between cultural traditions, thereby advancing the goal of reconciliation within the academic space.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   In this course, students not only learn about Chinese culture but also broaden their worldviews by engaging with diverse perspectives through classroom learning and hands-on experiences. The course fosters equity, diversity, and inclusion by encouraging students to embrace cultural diversity through intentional assignment design, flexible topic selection, and interactive learning opportunities.
   Assessments are designed to allow for individual autonomy and choice. Students can select cultural topics that resonate with their interests or backgrounds, promoting inclusion by validating diverse experiences and perspectives. They are encouraged to seek out a variety of sources and perspectives in their research, ensuring their presentations and essays reflect an inclusive view of culture.
   Students are also encouraged to bring their own cultural backgrounds into discussions, promoting an environment where diverse perspectives are welcomed and valued. This approach allows students to not only learn about Chinese culture but also reflect on how their own cultural experiences shape their understanding of the material. In addition, field trips to local Chinese communities allow students to engage with culture in real-life settings, enriching their learning and enhancing their understanding of diversity.
   Additionally, guest speakers from the Chinese community are invited to present on traditional Chinese culture, providing further opportunities for students to engage directly with experts from diverse backgrounds. This interaction allows students to ask questions and gain a deeper understanding of cultural practices, reinforcing the importance of attending to and learning from different cultural viewpoints.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The field trip fees would need to be approved by the field trip committee at UFV.
9. Estimate of the typical costs for this course, including textbooks and other materials: Approximately $50 for textbooks.

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2009
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MAND 210	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Chinese Culture and Civilization **Course Short Title:** Chinese Culture & Civilization	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

An introduction in English to Chinese culture and civilization, including field trips to local Chinese cultural sites, such as Vancouver's Chinatown, Chinese Canadian Museum, Richmond shopping mall, etc. Students gain an opportunity to explore the rich tapestry of Chinese culture, participate in Chinese cultural activities, and have hands-on experiences to engage with Chinese people in Canada.

Note: Field trips outside of class time will be required.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	40
Experiential (field trip)	20
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

As it is a study tour.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 21, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Identify major themes of Chinese history and culture.
2. Describe aspects of Chinese traditions, philosophy, art, and literature.
3. Explain Chinese cultural practices across Canadian and local Chinese contexts.
4. Use basic Mandarin greetings, everyday expressions, and a few Chinese characters.
5. Demonstrate cultural sensitivity when interacting with Chinese-speaking individuals.
6. Describe Chinese culture within the context of multiculturism in Canada, particularly in comparison to Canadian culture and Indigenous culture.

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

Assignments:	65%	Project:	10%		%
Field evaluation:	10%	Portfolio:	15%		%

Details:

Assignments include journal of structured field exercises (20%), presentation (15%), essay (20%), and participation (10%).

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

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

Lectures, guest speakers, study tours, and participation in cultural activities.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Indre Balcikonyte-Huang & Kathy Flower	China – Culture Smart!: The essential guide to customs and culture. Kuperard	2021
2.	Online resource		Online resources about China & Chinese Culture	N/A
3.				
4.				
5.				

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

None

Course Content and Topics

Students will learn about the following, either through lectures, classroom presentations, or first-hand experiences:

- Land, history, and people of China
- Chinese traditional arts
- Chinese martial arts
- Chinese tea culture
- Chinese food culture
- Chinese festivals and socialization
- Chinese values and customs
- Chinese private and family life
- Travel and safety in China
- Studying and working in China
- Chinese languages and social media

Memo for Course Changes

To: UEC

From: Alan Cameron, Department Head, MOLA

Date: May 21, 2024

Subject: Proposal for revision of MAND 301

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

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

2. Rationale for change: This course required only minor changes for its six-year review. The calendar description received minor edits to remove some wording that sounded like outcome statements rather than calendar copy, the textbooks were updated, and the evaluation methods were updated with an accurate breakdown of assessments.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): n/a
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   This course contributes to Indigenization by incorporating assignments, content selection, and curriculum delivery that intentionally connect Mandarin learning with Indigenous knowledge and perspectives. Through cross-cultural comparisons and discussions, students explore concepts such as cultural identity, language preservation, and the impact of colonization, using Mandarin as a

medium for dialogue. For example, assignments prompt students to reflect on the similarities and differences between Chinese and Indigenous student experiences after viewing video clips on daily life in China and in Indigenous communities in Canada. This helps students foster understanding of the shared challenges faced by marginalized communities.

Further, the course encourages critical thinking on how language shapes identity. Students engage in discussions on Chinese linguistic diversity and Indigenous language preservation, promoting appreciation for the revitalization of Indigenous languages. By asking students to specify their names in Mandarin and connect Chinese naming traditions to Indigenous naming practices, the course highlights the significance of names as cultural identifiers in both contexts.

In exploring food culture, students use Mandarin to discuss traditional Chinese cuisine while researching Indigenous food practices. This comparative approach encourages recognition of the role of cuisine in reflecting historical and cultural values, contributing to broader understandings of Indigenous knowledge systems. These activities reflect intentional efforts to promote cross-cultural respect, understanding, and reconciliation through language education.

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

   The course is designed to foster an inclusive learning environment where students from diverse backgrounds can share their experiences and perspectives. This encourages a richer, more diverse understanding of cultural phenomena and promotes a sense of belonging for all students.
   Video clips related to each lesson serve as a springboard for discussions that highlight both similarities and differences between Chinese culture and other cultural contexts. These discussions help students recognize and appreciate cultural diversity while practicing their Mandarin communication skills. In doing so, the course reflects EDI principles by ensuring that students are exposed to multiple perspectives and that all voices are heard and respected during classroom discussions.
   The assessments for this course are varied, allowing students to demonstrate their learning in ways that best suit their individual strengths and learning styles. Oral presentations, debates, written reflections, and essays all provide opportunities for students to express their ideas and cultural comparisons in a manner that resonates with them.
   Pair and group activities are regularly incorporated into the course, enabling students from different cultural and linguistic backgrounds to collaborate and learn from one another. These activities are designed to foster peer learning and support, creating an environment of mutual respect and understanding, which aligns with the principles of diversity and inclusion.
   Additionally, students are encouraged to explore topics beyond the provided materials, allowing them to bring their own cultural experiences into the classroom. This promotes equity by giving students the opportunity to see their own cultures and histories reflected in their learning, while also developing a broader understanding of other cultures. Students are also encouraged to practice Mandarin in informal settings, such as texting one another in Chinese characters, which helps to build language proficiency in a practical, accessible way.

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

9. Estimate of the typical costs for this course, including textbooks and other materials: Approximately $150 for textbooks.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2009
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MAND 301	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Advanced Mandarin I **Course Short Title:** Advanced Mandarin I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students use the communicative approach to reinforce and expand their listening, speaking, reading and writing skills. They study complex grammatical structures and vocabulary in Mandarin as well as a variety of topics on social and cultural issues.

Prerequisites (or NONE):	MAND 201 and MAND 202, or department assessment.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 21, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Use approximately 1100 Chinese characters.
2. Apply advanced grammar structures in writing and speaking.
3. Identify the key components of complex texts and conversations.
4. Express complex ideas and opinions in speech and in writing.
5. Converse with accuracy and fluency with sensitivity to the correct social context.
6. Exhibit familiarity with various Chinese writing styles.
7. Write short essays that clearly and coherently express ideas and arguments and employ accurate grammar and varied sentence structures.

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

Assignments:	30%	Project:	10%		%
Quizzes/tests:	50%	Portfolio:	10%		%

Details:

Assignments include compositions (20%) and participation (10%).
Quizzes/tests include vocabulary quizzes (10%), lesson quizzes (20%), oral test (10%), and final test (10%).

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

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

Learner-centered approach and communicative approach are extensively implemented in this course. Classroom activities include not only the instructor's delivery of the course materials, but also students' cooperative learning and practice in pairs/groups, and exercises with the aid of audio-visual materials. Students are also encouraged to participate in language practices associated with physical movements (e.g. playing Chinese games, singing Chinese songs, having role plays, etc.) and to share learning resources and experience with peers.

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

	Type	Author	Title and publication/access details	Year
1.	Textbook	Yuehua Liu et al.	Integrated Chinese Textbook, 3rd Edition, Level 2, Part 1. Cheng & Tsui	2020
2.	Textbook	Yuehua Liu et al.	Integrated Chinese Workbook, 3rd Edition, Level 2, Part 1. Cheng & Tsui	2020
3.				
4.				
5.				

Course Content and Topics

- Vocabulary and grammar review
- Practicing grammatical structures and usage unique to the advanced level
- Reading and comprehending complex texts suitable for advanced learners
- Learning Chinese idioms and special expressions
- Explaining how to write their own Chinese name and naming their place of birth and growth
- Discussing the pros and cons of living on and off campus
- Expressing a dissenting opinion politely and tactfully
- Naming basic pieces of furniture and articles of everyday use in a house
- Commenting on their living quarters
- Naming four principal regional Chinese cuisines
- Ordering food and drinks in a Chinese restaurant
- Talking about their liked or disliked flavors
- Communicating their dietary restrictions or preferences
- Naming basic clothing, bedding, and bath items
- Describing their shopping preferences and criteria
- Presenting arguments with rhetorical questions
- Informing their own major area of study and department requirements
- Talking about their own post-graduation plan
- Discussing future job opportunities
- Explaining their family's influence on their choice of major and career plan

Memo for Course Changes

To: UEC

From: Alan Cameron, Department Head, MOLA

Date: May 21, 2024

Subject: Proposal for revision of MAND 302

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

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

2. Rationale for change: As part of its six-year review, this course needed some edits to its learning outcomes to describe the level of learning and to use measurable verbs. The calendar description received minor edits to remove some wording that sounded like outcome statements rather than calendar copy, the textbooks were updated, and the evaluation methods were updated with an accurate breakdown of assessments. The typical content was also updated to match current practice.
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 do not significantly impact the intent of the outcomes; they simply clean up the language to be more precise and specific for students and transfer organizations and to match UFV's current best practices in outcome development.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

In this upper-level Mandarin course, the process of Indigenizing the curriculum is integrated in ways that both challenge students linguistically and deepen their cultural understanding. At this level, students are expected to engage with complex linguistic structures, such as idiomatic expressions and cultural references, and compare these with the linguistic and cultural practices of Indigenous peoples in Canada.

For example, students explore the rich tradition of Chinese idioms and must apply them in their presentations and essays, demonstrating an advanced understanding of cultural expressions in Mandarin. Indigenous guest speakers are invited to introduce Indigenous languages and idiomatic expressions to draw parallels between different language systems. Students learn to select words and expressions and discuss how these idioms and special expressions reflect cultural identity, thus fostering a comparative understanding of how language operates as a tool for cultural preservation in both Chinese and Indigenous contexts.

Writing tasks require students to critically reflect on their own Mandarin learning experience, making connections between their efforts to master the language and Indigenous language preservation efforts. These reflections ask students to consider how learning Mandarin at an advanced level reinforces the importance of language revitalization—both for the Chinese language in global diaspora contexts and for Indigenous languages within Canada. This encourages students to think about the broader implications of language loss and revival, emphasizing how language, land, and cultural identity are deeply intertwined in both Chinese and Indigenous traditions.

In discussions around personal interests and hobbies, students engage in higher-level language practice by researching activities commonly pursued in Indigenous communities, such as traditional games, art, or sports. They then express these findings using Mandarin, bridging their knowledge of both Chinese and Indigenous cultural practices through advanced language use. By applying Mandarin vocabulary to Indigenous contexts, students gain deeper proficiency in the language while also expanding their cultural competence.

Overall, the course indigenizes the curriculum by incorporating Indigenous perspectives and knowledge into language learning. This approach not only aligns with UFV's commitment to reconciliation and cross-cultural education but also ensures that students at an advanced level can engage with Mandarin in a way that respects and acknowledges the cultural diversity of the land on which they live and learn.

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

In this course, students continue to deepen their understanding of Chinese culture while broadening their worldviews through an inclusive, equity-focused lens.

Challenging learning tasks, such as creating culturally relevant advertisements, dubbing mimes, and participating in group debates, are designed to sharpen students' speaking and writing skills. These tasks encourage students to consider how culture is represented and expressed differently, promoting diversity in how they approach language and communication. Group activities are specifically structured to ensure that students from different backgrounds can collaborate, share their perspectives, and learn from one another, reinforcing equity and peer learning principles.

The course also encourages self-directed exploration by providing an abundance of online resources, allowing students to investigate topics that reflect their individual interests and backgrounds. They

are invited to share their findings through digital platforms such as e-books, ensuring that diverse perspectives and experiences are included in the collective learning process.

Students are further encouraged to practice Mandarin in informal settings, such as texting one another in Chinese characters via messaging apps, extending the learning environment beyond the classroom and fostering a community of practice. By engaging with language in everyday contexts, students of all backgrounds can improve their proficiency while also exploring how language functions in different cultural settings.

Also, students may be invited to share their learning experiences through testimonials, acting as guest speakers or peer tutors for lower-level Mandarin learners. This creates a platform for students to lead and inspire others while also ensuring that diverse experiences and voices are represented in the learning process.

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: Approximately $150 for textbooks.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2010
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MAND 302	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Advanced Mandarin II **Course Short Title:** Advanced Mandarin II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students use a holistic approach to develop their listening, speaking, reading, and writing skills of the Chinese language. They continue to consolidate their language knowledge with more complex grammatical structures, phrases, and idioms, and gain more oral and writing skills with various forms in Chinese social and cultural contexts.

Prerequisites (or NONE):	MAND 301 or department assessment.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 21, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Use approximately 1400 Chinese characters.
2. Apply more advanced grammatical structures in writing and in speaking.
3. Identify and write both simplified Chinese characters and Pinyin accurately.
4. Critically analyze Chinese texts on various social and cultural issues.
5. Employ creative and critical perspectives and usage of idioms and special expressions to write essays on various social and cultural topics.
6. Converse within the correct social context with accuracy and fluency.
7. Express complex ideas and opinions on social and cultural issues.
8. Describe the relationship between Chinese language, culture, history and society.

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

Assignments:	30%	Project:	10%		%
Quizzes/tests:	50%	Portfolio:	10%		%

Details:

Assignments include compositions (20%) and participation (10%).
Quizzes/tests include vocabulary quizzes (10%), lesson quizzes (20%), oral test (10%), and final test (10%).

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

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

Learner-centered and communicative approach is extensively implemented in this course. Classroom activities include not only the instru delivery of the course materials, but also students' cooperative learning and participation in interviews, discussions, debates, and oral pre with the aid of audio-visual materials. Students are also encouraged to search online resources for self-directed learning and to engage in practices such as exercising interpretations, repeating tongue twisters, playing Chinese language games, singing Chinese songs, giving r dubbing silent movie clips, etc.

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

	Type	Author	Title and publication/access details	Year
1.	Textbook	Yuehua Liu et al.	Integrated Chinese Textbook, 3rd Edition, Level 2, Part 1. Cheng & Tsui	2020
2.	Textbook	Yuehua Liu et al.	Integrated Chinese Workbook, 3rd Edition, Level 2, Part 1. Cheng & Tsui	2020
3.				

Course Content and Topics

- Vocabulary review
- Grammatical structures and usages unique to advanced Mandarin, including compound and complex sentences
- Improving coherence, fluency, and expressiveness in speaking and writing
- Using expanded vocabulary and phrases precisely and properly
- Reading and comprehending advanced writings
- Applying idioms and special expressions in Mandarin
- Describing their own personality
- Stating their own interests or hobbies in comparison to others
- Inquiring about what has happened
- Expressing desired qualities of an ideal boyfriend or girlfriend
- Discussing the pros and cons of using the internet
- Naming their own activities on the internet
- Tactfully reducing potential tension in a conversation
- Talking about their monthly income and expenditure
- Discussing how to balance personal budget
- Discussing the pros and cons of working part-time while in school
- Commenting on their own childhood
- Naming some typical after-school programs
- Talking about parents' aspirations for their children
- Locating major Chinese cities and provinces on the map
- Describing the geographic features of China
- Comparing some basic geographic aspects of China and Canada
- Describing features of their own hometown or a favorite tourist site

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 7, 2024

Subject: Proposal for revision of PUNJ 101

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

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

2. Rationale for change: As part of the six-year review for this course, the learning outcomes were updated to reflect the Indigenization of some elements of the course. The dictionary was updated to the newest edition available in our library.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The changes are not substantial.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required in any other programs.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   The learning outcomes now reflect the course's inclusion of Indigenization through discussion of language extinction/preservation and cultural comparisons between Punjabi and other cultures, particularly in the Canadian context.

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

   The course uses its curriculum as discussion points to talk about social inequities and promote inclusion. Students are also encouraged to select topics that address these issues for their oral presentations.

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

   The tutorial portion of the course is scheduled separately from the lecture/seminar, but is offered in a regular classroom.

9. Estimate of the typical costs for this course, including textbooks and other materials: $30 for textbook

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2006
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PUNJ 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Punjabi I **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Humanities	**Department (or program if no department):** MOLA

Calendar Description:

Students with little or no previous knowledge of Punjabi (Gurmukhi) learn to read, write, and speak at a basic level. They will use the communicative approach to develop these abilities while exploring the Punjabi culture.

Note: Not open to students who have taken Punjabi 11 or equivalent in the last two years except with permission of instructor or department head. Students with Punjabi 12 are advised to take PUNJ 210.

Prerequisites (or NONE):	None
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **See course description note**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
[click to select]	
[click to select]	
[click to select]	
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 7, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Read simple discourse and selected texts
2. Write short compositions and dialogues
3. Perform basic communicative tasks within the context of school and everyday life
4. Exchange basic personal information
5. Count and express numerals up to 50
6. Write and converse using a vocabulary of approximately 300 words
7. Express likes and dislikes
8. Discuss beliefs and values of Punjabi culture, especially in comparison with other cultures including Indigenous cultures in British Columbia.

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

Assignments:	30%	Final exam:	30%	[click to select]	%
Quizzes/tests:	40%	[click to select]	%	[click to select]	%

Details:

Assignments:	20%
Attendance/Participation:	10%
Quizzes/tests:	20%
Oral Exam:	20%
Final Exam:	30%

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

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

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students are involved in producing Punjabi from the very first class as they work to develop the four basic skills: [i] listening to and [ii] speaking, [iii] reading and [iv] writing. Instruction includes grammatical explanations and group interaction and practice with in-class and online exercises.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Oberoi, Harjot & Binnings, Sandhu	Elementary Punjabi Workbook: Punjabi Script Exercises and Readings, Book 1. Dept. of Asian studies, UBC	current
2.	Textbook	Oberoi, Harjot & Binnings, Sandhu	Elementary Punjabi Workbook: Punjabi Script Exercises and Readings, Book 2 (Lessons 1-14). Dept. of Asian studies, UBC	current
3.	Textbook	Kalra, Surjit Singh & Purewal Navtej Kaur with Tyson-Ward, Sue	Teach Yourself Punjabi: A complete Course in Understanding, Speaking and Writing. Teach Yourself Books, London	1999
4.	Textbook	Bhardwaj, Mangat rai	Colloquial Punjabi: A complete Language Course. Routledge, London	1995
5.	Other		English-Punjabi Dictionary 6th Edition. Patiala, Punjabi University Publications	2002

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

English-Punjabi dictionary

Course Content and Topics

- Brief history of Canada with a focus on Indigenous issues; language extinction and language preservation
- Alphabet
- Vowel nouns
- Nouns (gender/plural)
- Pronouns
- Introduction of possessive particle
- Interrogatives
- Adjectives, adverbs, declension of nouns, oblique case
- Postpositions, auxiliary verbs in the present tense and negation
- Pronunciation and communicative situations: introductions, weather, daily activities
- Cultural topic, aspects of Indian culture and family life in Punjab
- Standard Punjabi vs. regional differences

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 7, 2024

Subject: Proposal for revision of PUNJ 102

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

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

2. Rationale for change: As part of the six-year review for this course, the learning outcomes were updated to reflect the Indigenization of some elements of the course. The dictionary was updated to the newest edition available in our library.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The changes are not substantial and constitute rewording for clarity.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required in any other programs.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   The learning outcomes now reflect the course's inclusion of Indigenization through discussion of how language forms worldview, particularly through comparisons between Punjabi and Indigenous languages.

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

   The course uses its curriculum as discussion points to talk about social inequities and promote inclusion. Students are also encouraged to select topics that address these issues for their oral presentations.

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

   The tutorial portion of the course is scheduled separately from the lecture/seminar, but is offered in a regular classroom.

9. Estimate of the typical costs for this course, including textbooks and other materials: $30 for textbook

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2006
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PUNJ 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Punjabi II **Course Short Title:** Intro to Punjabi II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students continue to build on their basic reading and writing skills and to improve their oral and listening skills while exploring the Punjabi culture. Includes basic Punjabi grammar.

Note: Not open to students who have taken Punjabi 12. These students are advised to take PUNJ 210.

Prerequisites (or NONE):	One of the following: Punjabi 11, PUNJ 101, or department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **See course description note**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 7, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Read selected passages of up to three pages using intermediate vocabulary.
2. Write sentences and paragraphs of 10 to 20 sentences.
3. Use standard discourse in everyday situations.
4. Count and express numerals up to 100.
5. Use vocabulary sufficient to carry out day-to-day conversations.
6. Engage in Punjabi conversations in a variety of environments such as school, bank, grocery store, temple etc.
7. Apply basic grammar to writing and speaking tasks.
8. Discuss the relationship between language and worldview, especially in the context of Punjabi and of Indigenous languages and experience.

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

Assignments:	30%	Final exam:	30%		%
Quizzes/tests:	40%		%		%

Details:

Assignments:	20%
Attendance/participation:	10%
Quizzes/tests:	20%
Oral exam:	20%
Final exam:	30%

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

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

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students are involved in producing Punjabi from the very first class as they work to develop the four basic skills: [i] listening to and [ii] speaking, [iii] reading and [iv] writing. Instruction includes grammatical explanations and group interaction and practice with in-class and online exercises.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Oberoi, Harjot & Binnings, Sandhu	Elementary Punjabi Workbook: Punjabi Scripts, Exercises and Readings, Book 2 (lessons 15-22). Dept. of Asian studies, UBC	current
2.	Textbook	Kalra, Surjit Singh & Purewal Navtej Kaur with Tyson-Ward, Sue	Teach Yourself Punjabi: A complete Course in Understanding, Speaking and Writing. Teach Yourself Books, London	1999
3.	Textbook	Bhardwaj, Mangat rai	Colloquial Punjabi: A complete Language Course. Routledge, London	1995
4.	Other		English-Punjabi Dictionary 6th Edition. Patiala, Punjabi University Publications	2002
5.				

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

English-Punjabi dictionary

Course Content and Topics

- Revision of nouns, pronouns, adjectives, adverbs and postpositions
- Dative case forms of pronouns
- Past tense auxiliary forms
- Introduction of verbs, verb roots and imperative forms
- Present participle, present indefinite tense, present and past continuous tenses
- Future forms of verbs, past participle (with a transitive verb form)
- Word order, perfect tense, relative pronouns
- Ordinal numbers
- Pronunciation and communicative situations: personal opinion, qualities, characteristics, past events, negotiation, and description
- Punjabi proverbs and riddles
- Cultural topics: Exploring Indian and Pakistani marriage customs, folk songs/dances, famous Punjabis, immigration, festivals, etc.
- Worldview and language: Punjabi and Indigenous languages and how they impact worldview.

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 7, 2024

Subject: Proposal for revision of PUNJ 209

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

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

2. Rationale for change: As part of the six-year review for this course, the learning outcomes were updated to reflect the Indigenization that occurs in the course. The dictionary was updated to the newest edition available in our library.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The changes are not substantial and constitute rewording for clarity, along with the addition of an outcome that emphasizes the course's approach to Indigenizing by discussing the impact of language on worldview.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required in any other programs.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

The learning outcomes now reflect the course's inclusion of Indigenization through discussion of how language forms worldview, particularly through comparisons between Punjabi and Indigenous languages. The instructor regularly includes discussion of Canadian history and the history of First Peoples in Canada in class materials; these serve as the basis for comparison with Punjabi culture and history and how these impact language and worldview.

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

   This course is designed to allow students who have grown up speaking Punjabi in the home but have had little exposure to reading and writing to enter into the suite of PUNJ courses at an appropriate level. These students would not find PUNJ 101 or 102 suitable for their level, but they need specific skill improvement in their reading and writing. In addition, the course uses its curriculum as discussion points to talk about social inequities in both India and Canada and to promote inclusion. Students are encouraged to select topics that address these issues for their oral presentations.

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

   The tutorial portion of the course is scheduled separately from the lecture/seminar, but is offered in a regular classroom.

9. Estimate of the typical costs for this course, including textbooks and other materials: $30 for textbook

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PUNJ 209	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Punjabi Reading and Writing **Course Short Title:** Intro to Reading & Writing	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Modern Languages

Calendar Description:

Designed specifically for students who can speak and understand Punjabi but are unable to read or write Gurmukhi. In this intensive course, students acquire a thorough knowledge of the Punjabi alphabet and vowel signs and engage in written and verbal discourse in different situations.

Note: Students with credit for Punjabi 12, PUNJ 101, or PUNJ 102 cannot take this course for further credit.

Prerequisites (or NONE):	Department assessment is required prior to registration.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **PUNJ 101, PUNJ 102**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 7, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Read the Punjabi alphabet (Gurmukhi) and vowel signs.
2. Write coherent sentences and paragraphs of 10 to 20 sentences.
3. Read and write Punjabi numerals up to 100.
4. Correctly use basic grammar and punctuation rules.
5. Give answers to simple written questions.
6. Engage in written and verbal discourse in different situations.
7. Discuss the relationship between language and worldview, especially in the context of Punjabi and of Indigenous languages and experience.

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

Assignments:	30%	Final exam:	30%		%
Quizzes/tests:	40%		%		%

Details:

Assignments:	20%
Attendance/participation:	10%
Quizzes/tests:	20%
Midterm exam:	20%
Final exam:	30%

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

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

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students are involved in producing Punjabi from the very first class as they work to develop the four basic skills: [i] listening to and [ii] speaking, [iii] reading and [iv] writing. Instruction includes grammatical explanations and group interaction and practice with in-class and online exercises.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Oberoi, Harjot & Binnings, Sandhu	Elementary Punjabi Workbook: Punjabi Scripts, Exercises and Readings, Book 2 (lessons 15-22). Dept. of Asian studies, UBC	current
2.	Textbook	Kalra, Surjit Singh & Purewal Navtej Kaur with Tyson-Ward, Sue	Teach Yourself Punjabi: A complete Course in Understanding, Speaking and Writing. Teach Yourself Books, London	1999
3.	Textbook	Bhardwaj, Mangat rai	Colloquial Punjabi: A complete Language Course. Routledge, London	1995
4.	Other		English-Punjabi Dictionary 6th Edition. Patiala, Punjabi University Publications	2002
5.				

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

English-Punjabi dictionary

Course Content and Topics

1. Alphabet
2. Vowel signs
3. Punjabi numerals
4. Making words using letters and vowel signs
5. Using punctuation marks
6. Sentence construction
7. Nouns: gender, singular-plural, interrogative
8. Adjectives
9. Writing paragraphs
10. Writing letters and applications
11. Writing Punjabi on computers and phones
12. Avoiding common spelling and grammar mistakes
13. Writing about past, present and future situations, conclusion.
14. Worldview and language: Punjabi and Indigenous languages and how they impact worldview.

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 7, 2024

Subject: Proposal for revision of PUNJ 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: As part of the six-year review for this course, the calendar description was edited, a learning outcome was added to reflect the Indigenization that occurs in the course, and the weighting of assessments was updated to show current practice. The hours have been updated to reflect the scheduling of the course in three-hour blocks, once a week.
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): One outcome that emphasizes the course's approach to Indigenizing through discussions of culture and politics was added.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required in any other programs.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

The learning outcomes now reflect the course's inclusion of Indigenization through discussion of culture and politics, particularly the politics of language. The instructor uses examples of the history of language struggles in Canada (such as French in Quebec and Indigenous languages in Residential Schools) as examples of how political realities can impact culture.

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

   This course provides free online resources for students in a Blackboard course pack rather than requiring them to purchase a textbook. The assessments are split between testing and assignments, written and verbal, to allow students to express themselves in multiple ways and still achieve success in the course if they are not as strong in any one modality.

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

   n/a

9. Estimate of the typical costs for this course, including textbooks and other materials: $0

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PUNJ 210	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Punjabi I **Course Short Title:** Intermediate Punjabi I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Designed for students who possess basic knowledge of Punjabi language. Students learn intermediate grammar and composition as well as improve their reading, writing, and speaking skills.

Prerequisites (or NONE):	Punjabi 12, PUNJ 102, PUNJ 209, or department assessment.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Twice per year**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 7, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Read a range of short texts for comprehension.
2. Discuss a range of familiar topics based on class readings.
3. Write short essays.
4. Communicate fluently, accurately, and coherently.
5. Talk about most day-to-day activities such as weather, shopping, banking, education, marriages, family relations etc.
6. Apply linguistic knowledge (i.e., grammar and idiomatic, colloquial, specialized vocabulary) to achieve a range of communicative tasks.
7. Discuss specific cultural issues and political situations, especially related to language, in Punjabi, Canadian, and Indigenous contexts.

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

Assignments:	40%	Final exam:	30%		%
Quizzes/tests:	20%		%		%

Details:

Assignments:	20%
Attendance/participation:	10%
Class presentation:	20%
Quizzes/tests:	20%
Final exam:	30%

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

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

The communicative methodology forms the focus of the class activities, which are learner-centered. Class is conducted in Punjabi with students working with the instructor as well as together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other		Course package prepared by the instructor	
2.				
3.				
4.				
5.				

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

N/A

Course Content and Topics

- Punjabi composition skills.
- Numbers
- Demonstrative pronouns, interrogative particles, auxiliary verbs
- Nouns: gender and interrogative particles; number and interrogative particles
- Simple yes/no type questions and answers
- Personal pronouns
- Possessive pronouns
- Adjectives
- Sentence construction
- Past, present, and future tenses
- Writing skills
- Introduction to colloquial Punjabi
- Punjabi customs
- Canadian, Punjabi, and Indigenous history

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 7, 2024

Subject: Proposal for revision of PUNJ 211

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

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

2. Rationale for change: As part of the six-year review for this course, the calendar description was revised slightly to clean up the language, the learning outcomes were revised for greater clarity, and two outcomes that discuss the Indigenization that occurs in the course were added. The hours were adjusted to accurately represent the three-hour time block in which the course is currently scheduled. The weighting of assessments has been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The changes are not substantial and constitute rewording for clarity. Two outcomes that emphasizes the course's approach to Indigenizing were added.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required in any other programs.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Two learning outcomes have been added to name and frame the work that occurs in this course. The content includes discussions of how language and technology shape culture using examples from Indigenous, Punjabi, and colonial contexts. These discussions allow students to examine their own approaches to decolonization and to understand the Canadian and First Peoples history and current realities better. These topics form the basis for oral presentations in Punjabi as well as possible topics for the research paper.

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

   This course uses freely available online resources rather than a textbook. It also splits the assessment between tests and assignments and both categories allow for more than one mode of expression so students with strong preference in one area won't be disadvantaged by assessment that occurs only in a modality in which they are not as strong. Students are encouraged to select topics that address issues of diversity and inclusion for their oral presentations.

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

   n/a

9. Estimate of the typical costs for this course, including textbooks and other materials: $0

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PUNJ 211	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Punjabi II **Course Short Title:** Intermediate Punjabi II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Further study of the Punjabi (Gurmukhi) script and modern Punjabi language. This course deals with the important grammatical features of standard Punjabi and its syntax and morphology. Students learn through the reading and critiquing literature, and through discussing and analyzing culture.

Prerequisites (or NONE):	PUNJ 210 or department assessment.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Twice per year**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 7, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Read a range of short texts for comprehension.
2. Discuss a range of familiar topics based on class readings.
3. Write essays.
4. Articulate characteristics and features of Punjabi culture and society.
5. Use language appropriately (i.e., colloquial, polite) for the speaking context and audience.
6. Discuss how language and technology shape culture and political realities, especially related to colonial, Punjabi, and Indigenous contexts.
7. Compare Punjabi and Indigenous folklore.

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

Assignments:	50%	Final exam:	30%		%
Quizzes/tests:	20%		%		%

Details:

Assignments 10%
Participation 10%
Class presentation 15%
Research paper 15%
Quizzes 20%
Final exam 30%

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

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

The communicative methodology forms the focus of the class activities, which are learner-centered. Class is conducted in Punjabi with students working with the instructor as well as together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other		Course packages supplied by instructor	
2.				
3.				
4.				
5.				

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

N/A

Course Content and Topics

- Reading Punjabi texts: an introduction
- Punjabi composition
- Speaking like a native speaker: using colloquial speech
- Punjabi grammar
- How to formulate, present and defend your thesis in essay form
- Cultural dynamics of contemporary Punjab
- Engaging in debates
- Evocative usage in Punjabi language
- Idioms, sayings and riddles
- Punjabi folklore
- Changing patterns of Punjabi: native and diaspora cases
- Punjabi in technical professions

Memo for New Course

To: College of Arts Curriculum Committee

From: Arts and Integrated Studies Curriculum Committee

Date: Dec. 9, 2024

Subject: Proposal for new course Arts and Integrated Studies 210: Introduction to work and labour studies

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

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

   A. There is a practical need for UFV students to gain some essential knowledge and skills to help them navigate the labour market while they are students. While teaching AIS 101 for several years I have regularly heard from students, especially racialized and first-generation students, that they are struggling to find jobs, being mistreated at work, and/or are confused about the expectations of employers. While AIS offers courses to support students in their career exploration (e.g. AIS 299, 398, 399) they assume that students have foundational working knowledge of the world of work in Canada. This course endeavours to support students to achieve their goals at work not only after they graduate, but while they are studying. This course would function as an elective course available to all UFV students, regardless of program of study, and offer an initial entry point to some of the content explored in the later AIS courses. But it would particularly serve programs like the Bachelor of Integrated Studies, with its focus on preparing students to construct their own career paths.

   B. Furthermore, this course introduces students to a critical, sociological and historical examination of wage work as a social practice that they can take with them into their studies and their work life. Work is one of the most important of human activities yet is rarely the focus of academic study in other disciplines. This course, which will approach these questions from the perspective of the field of labour studies, can partially fill that gap at UFV.

   C. This course matches our department and institutional commitment to EDI and UDL. The course is meant to empower students to improve their working lives, including defend themselves from abuse and mistreatment in the workplace. Furthermore, by preparing them to be critical of wage work, and especially how it is shaped by social structures such as racism, patriarchy, and colonialism, the course arms them to be advocates for equity in the future as well. Finally, the practical pedagogical elements of the course match well with UDL priorities, including practical adaptations such as multimedia delivery, but also more structural challenges such as providing sources on the learning management system to prevent additional financial burden for students.

   D. Our department (AIS) is suited to offer this course, since AIS courses all have practical applications that support student's success while they are students at UFV and beyond. In addition to connections with existing courses, developing second-year offerings is a priority for AIS as we revise and strengthen the Bachelor of Integrated Studies, General Studies Diploma, and Liberal Arts Diploma.

   E. 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):

AIS does not, at present, have PLOs, though it is working to develop them. AIS administers the BIS, GSD, and LAD. AIS 210 is not specifically linked to any program and is designed to serve students from any program. However, students in the Bachelor of Integrated Studies will likely take the course. With that in mind, AIS 210 aligns with the BIS core competencies in "Effective Communications" and "Professional Competency." It supports Effective Communications in its course design and pedagogy, with an emphasis on group work, in-class discussion, and writing assignments. It supports Professional Competency with its content, especially its critical examination of the nature of wage work and its practical support for students in their navigation of the job market.

Institutional outcomes	**Course Learning Outcomes**	**Rationale**
ILO 1: Apply Knowledge and Competencies Proficiently	2. Explain the basics of labour law in BC, including the Employment Standards Act, the Labour Relations Code, and the Human Rights Act, as they apply to workers 4. Demonstrate fundamental knowledge needed to navigate the labour market in Canada 5. Explore potential links between their studies and work in the present and future	This course will support students to develop their knowledge of work and labour studies, and teach them how to apply that knowledge to their own work lives.
ILO 2: Examine critically and holistically	1. Problematize the basic structures of work under capitalism, including its relationship with patriarchy, racism, and colonialism.	By teaching students to think more deeply about work, this course empowers them to use critical thinking strategies to examine their own work lives. Practically, it also arms them to advocate for equity and workers' rights in their workplaces.
ILO 7: Advocate for Equity, Diversity, and Inclusion	3. Analyze strategies workers have employed individually and collectively to improve their working conditions	One of the core themes of the course is an examination of inequality in workplaces and the labour market more generally. Not only will the course examine the roots of this inequality, but it will also teach students about their rights as workers and how to access supports to resist abuse and exploitation.

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

There are no plans to have the course required for other programs.

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

   Feedback has been solicited from Communications. UFV International and the Centre for Experiential and Career Education were consulted as well. CECE intends to support the course with a module helping students with basic skills for finding and getting jobs. A scan of the calendar shows there are no similar courses at this level: there is no longer a sociology of work course in SCMS; and while there are upper-division courses examining labour economics (ECON 360) and labour relations from a business perspective (BUS 305), they are quite different, especially as they focus on macroeconomic theory or the perspective of business owners and managers rather than workers.

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

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

   Three key elements of the class relate to Indigenization:

   A. Challenging inequity in the labour market: Indigenous people continue to face discrimination and inequality in the labour market in BC. This course will help students to recognize and understand the racist and colonial roots of this, and will discuss tactics to challenge it when they experience it or see it. In this way the course responds to UNDRIP, Article 2: “Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.”
   B. Understanding the role of colonialism in constructing capitalism in Canada: The course will also teach students about Indigenous economies, and the role that colonialism has played in disrupting them and making capitalism hegemonic in what is now called Canada. In this way the course supports UNDRIP, Article 20: “Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.”
   C. Indigenizing our pedagogy: As a department we are committed to Indigenizing our pedagogy. We pursue professional development both individually and collectively, and are determined to improve our practice in this regard. For example, the course assignments (including deadlines) can be built around flexibility and accessibility. We often use assignments of multiple types, including writing, presentations, and in-class group work. The course may also employ innovative grading systems like collaborative and contract grading, which reduce the pressure on students and encourage them to take intellectual risks. This approach can empower students, especially those with non-traditional academic backgrounds.

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

As with Indigenization, issues of inequity in the labour market are central to this course, and the course will explore these challenges deeply with students. The course also has a practical component that explores workers' rights, and how to defend them. In that way the content of the course is deeply engaged with EDI and justice for workers. Course delivery will maximize accessibility by using OER and other free course materials; offering those materials in multiple media when possible; and ensuring videos have subtitles and printed material is readable by screen readers. As with Indigenization we endeavour to ensure all aspects of the course are made accessible, and to diversify our course delivery to serve the broad population of UFV students.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.:
The class size limit is 36 to sustain efforts at inclusive pedagogy.

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

   All materials will be provided as pdfs or links, so there will be no additional costs for the course.

CWC comments and responses:

Feedback	Response	Action
It was suggested that it was unclear what the purpose of the course was – is it an examination of work as a topic for academic study or a course to help students with their work lives.	We feel these are not incompatible. As outlined in the original memo, the idea for the course emerges from one faculty member's academic training in labour studies (he is a labour historian) and also from concerns voiced by students about the issues they are facing in their work lives. The course – like many introductory courses in labour studies departments at universities such as SFU, Brock, and Athabasca – introduces students to the academic study of work as a vehicle for both academic assessment of capitalism and as an entry point to critical reflections about their working lives.	We have made a small change to the calendar copy to try to better explain the combination of goals for the course.
Is this a sociology course?	AIS is committed as a department to preparing students to navigate systems, and to achieve their short- and longer-term goals. This is not a sociology course about work and labour studies, it is instead an interdisciplinary examination of the working world that centres students and their experiences, while drawing on critical theory and material from multiple disciplines.	No change
Concerns about the clarity and coherence of the learning outcomes	We appreciated this feedback and made some changes to the learning outcomes to better reflect out goal.	We have changed Learning outcomes 1 and 5 to clarify our goals

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AIS 210	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Work and Labour Studies **Course Short Title:** Intro to Work & Labour Studies	
Faculty: Faculty of Social Sciences	**Department/School:** Arts and Integrated Studies

Calendar Description:

An introduction to the critical study of paid work in Canada. Students learn to analyze wage work as a social system; understand the relationship between colonialism and capitalism; and think strategically about their place in the job market, the rights of workers, and trade unions.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **NONE**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	30
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Twice per year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Students may have an individual perspective and work history, but this course examines labour as a social phenomenon and requires a more critically and academically informed view of work and capitalism.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 25, 2024
Faculty Council approval	**Date of meeting:**	January 17, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Critique the basic structures of work under capitalism, including its relationship with patriarchy, racism, and colonialism.
2. Explain the basics of labour law in BC, including the Employment standards act, the Labour Relations Code, and the Human Rights Act, as they apply to workers.
3. Analyze strategies workers have employed individually and collectively to improve their working conditions.
4. Demonstrate fundamental knowledge needed to navigate the labour market in Canada.
5. Relate post-secondary study to current and future workplace and careers.

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

Portfolio:	40%	Quizzes/tests/midterm:	20%		%
Assignments:	40%		%		%

Details:

Portfolio: Consists of critical reflections about learning process, as well as small, low-stakes experiential research assignments such as finding and unpacking a job posting and writing a resume, and getting it reviewed by CECE.
Assignments: Includes small research assignments examining both academic theories (e.g. theories of wage work) and practical research assignments (e.g. summarizing grey literature about job search strategies).
Quizzes: Would be used to review key course concepts and to track student progress in achieving learning outcomes.

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.)*

Seminar-style class discussions with extensive group work, including low-stakes, in-class presentations.

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

	Type	Author or description	Title and publication/access details	Year
1.	Online resource	Canadian Women's Foundation	The facts about the gender wage gap in Canada, https://www.canadianwomen.org/the-facts/the-wage-gap/	
2.	Article	Jessica Evans	"Colonialism, Racism, and the transition to Capitalism in Canada," from *Case studies in the origins of capitalism*	2018
3.	Article	Jessica Gerrard	"All that is solid melts into work: Self-work, the learning ethic, and the work ethic"	2014
4.	Online resource	WorkBC	*BC's Labour Market Outlook: 2023 Edition*	2023
5.	Online resource	Worker Solidarity Network	"Your rights as a worker in BC"	2019

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

Course Content and Topics

- Why work? What do we want from our jobs?
- Why is our society organized like this? Colonialism and capitalism in Canada
- Work in capitalism – wages, labour time, and power relations
- Work in capitalism – gendered work and the pay gap
- Work in capitalism – racism, colonialism, and segmented labour markets
- Work in capitalism – what is a good job? How do we find one?
- Work in capitalism – can we make a good job? Entrepreneurialism, creative industries, and the hustle
- Work in capitalism – work in the era of AI
- Basics of worker rights – the Employment Standards Act
- Trade unions and the Labour Relations Act
- Racism, sexism, and the Human Rights Tribunal
- Strategies for defending your rights as a worker
- Job categories and Canadian immigration law

Memo for Program Changes

To: UEC

From: Sylvie Murray

Date: January 31, 2025

Subject: Program change Bachelor of Arts

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: Updates to the core competencies, declaration requirements, and program requirements

2. Rationale for changes:

   The College of Arts undertook a limited revision of the BA in Fall 2024 that focused on a number of areas: a) revision of criteria used for vetting of specific core competencies; b) minimum requirement for subject-area specialization; c) clarification of ILO alignment d) clarification of number of credits counted towards Co-Op designation e) Housekeeping.

   The main reasons to open the BA for revisions were to update the courses that count towards the core competencies; reopen the question of whether the minimum of two minors was a sufficient level of disciplinary specialization for the BA; to examine whether we wanted to switch to a direct entry model; and to do some housekeeping.

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

   The BA as revised in 2017 included a portfolio course (PORT 399) that aligned to the ILOs. Since then, PORT 399/ AIS 399 was revised and the direct alignment with the ILOs was no longer a part of the course. The revisions proposed here are reflective of the practice in the College of Arts to align ILOs with specific majors and minors.

4. What consideration has been given to Indigenizing the curriculum?
   The revisions presented here, which are to the structure of the BA, do not impact how our majors and minors, or specific courses, are Indigenized. Updating our criteria for course vetting, which in

turn will lead to updating lists of courses meeting the core competencies, will likely result in an increased number of courses that have been Indigenized (or better Indigenized) since the lists were last updated, roughly in 2019.

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

   None anticipated

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

   The change to requiring a major may result in students who do not wish to complete a major turning to another degree, most likely the BIS. This is one of many factors that the committee, and the Council as a whole, considered as part of the decision to switch to a major. The compelling reason for the switch was to ensure that BA students would graduate with a higher level of disciplinary specialization. We are committed to enhancing academic breadth by promoting major and minor combinations, as well as double majors.

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

   No change to the number of core or elective credits is proposed.

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.).

   The change to requiring a major will have an impact on which specific courses students take (for instance, they may take more upper-level courses in one discipline than they are currently taking with the completion of two minors), but the changes are not predictable enough for this question to be answered.

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

   No major impact anticipated.

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.

    NA

Bachelor of Arts degree

A UFV Bachelor of Arts prepares the student for engaged democratic citizenship and for success in the workplace of today and tomorrow. A student's choice of a major in the Humanities or Social Sciences provides a deep focus to their learning, while competency requirements and an optional secondary specialization ensure they gain abilities and insights from other subjects. A graduate has the analytical, critical thinking, communication and professional skills to realize their post-university goals.

~~A UFV Bachelor of Arts (BA) prepares students for engaged democratic citizenship and success in the workplaces of today and tomorrow. Students gain analytical, intellectual, and practical skills through applied learning and a program of study that focuses on critical and creative thinking; written, oral, and visual communication; and quantitative, data, scientific, digital, and technological literacies. Students can select from a wide range of majors, extended minors, and minors that equip them to create a more just and inclusive society. Graduates leave ready for personal and social responsibility, ethical reasoning and action, leadership, and with career portfolios that support their post-university goals.~~

Quick links

- **Program learning outcomes**
- **Entrance requirements**
- **How to apply**
- **Program requirements**
  - **Core competencies**
  - **Second language competency**
  - **Subject-Area specialization~~Subject-specific major/minor requirements~~**
  - **Available declaration options**
  - **General electives**
- **Courses at other institutions**
- **Relevant policies**
- **Residency**
- **Graduation requirements**

~~Program learning outcomes~~

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

- ~~Demonstrate information competency~~
- ~~Analyze critically and imaginatively~~
- ~~Use knowledge and skills proficiently~~
- ~~Initiate inquiries and develop solutions to problems~~

- ~~Communicate effectively~~
- ~~Pursue self-motivated and self-reflective learning~~
- ~~Engage in collaborative leadership~~
- ~~Engage in respectful and professional practice~~
- ~~Contribute regionally and globally~~
- ~~Integrate their learning across all facets of their lives~~

Entrance requirements

Option 1: Secondary school (for students with secondary school graduation only)

B.C. applicants

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional **Approved Grade 12 courses**.

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

Out-of-province applicants

Students will be considered on the basis of courses equivalent to **Approved B.C. Grade 12 courses**. See the **Admissions** section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-country applicants

Students must have B.C. secondary school graduation equivalency, meet the prerequisites for **ENGL 105** or **CMNS 125**, and have completed an equivalent average of B (equated to the UFV grading system) in two academic Grade 12 courses.

Alternatives to secondary school graduation

Students who have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisites for **ENGL 105** or **CMNS 125**.
2. One of the following:
    - Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a minimum CGPA of 2.00 on all credits attempted. ~~All applications with repeat courses will be evaluated using the highest grade where there has been a single or multiple repeats.~~

- Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a minimum GPA of 3.00 on all credits attempted.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), calculated on all courses taken.
- Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's **Subsequent and Concurrent Bachelor Degree policy (98)**.

Option 3: Combined post-secondary/secondary school admission

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have a minimum GPA of 2.00 on all post-secondary courses attempted, may be considered for admission based on secondary school requirements.

Students who do not meet these requirements might consider **Qualifying Studies** and/or a meeting with an Academic Advisor.

Note for Option 2 and Option 3: All applications with repeat courses will be evaluated using the highest grade where there has been a single or multiple repeats.

When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see **Specific intake application process**.

How to apply

1. Apply online at **ufv.ca/admissions/apply**.

   Additional documents required for a complete application:

   - Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.
   - For secondary school entrance, a final official transcript (if graduated). For students currently in Grade 12, final grades are due August 3.

   *Applicants may identify intended areas of study.

2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.
3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due by the end of the first week in August for the September intake.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Fees and additional costs

See the **Fees and Other Costs** section. Books and additional supplies cost approximately $100 per course.

Program duration

The Bachelor of Arts degree program can be completed in four years of full-time study, with students taking 10 courses per calendar year.

Program requirements

The BA is divided into four learning areas:

- **Core competencies**
- **Second language competency**
- **Subject-Area specialization~~Subject-specific major/minor requirements~~**
- **General electives**

Students design their degree by selecting courses from within these four learning areas to meet the following requirements:

- 120 credits, of which 60 credits must be completed at UFV.
- One major~~, a major-minor combination, or a double major~~or ~~two extended minors/minors (minimum 24 credits each)~~, of which 50% of the upper-level credits must be completed at UFV. (Students may consider combining their major with another major, a minor/extended minor, or minors/extended minors.)
- 65 credits in Arts subjects.
- 55 credits in any subject at the university level (100-level and above).
- At least 45 upper-level credits, of which 30 credits must be completed at UFV.

Core competencies

Students must complete courses in each of the following core competency areas:

- Writing foundation
- ~~Written, oral, or visual communication~~Communication
- Critical thinking
- Quantitative literacy
- Scientific practice
- Civic Engagement, Global Citizenship, and Pluralism~~Civic and intercultural engagement~~
- Professional practices

Note: A single course can be used to meet only one core competency requirement.

Writing foundation

One of the following courses, completed within the first 30 credits:

Course	Title	Credits
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	3
ENGL 105	Academic Writing	3
ENGL 091	Provincial-Level English, with an A or better	3
ENGL 099	Pre-University Composition, with an A or better	1.5
or	English Studies 12 or English First Peoples 12 with an A or better	

Note: Students who have taken CMNS 120 prior to Fall 2021 can use that course to satisfy this requirement.

~~**Written, oral, or visual communication**~~Communication

One of the following courses, completed within the first 60 credits:

Course	Title	Credits
AH 100	History of Art and Culture in a Global Context	3
AH 101	Art and Culture in the West to 1400	3
AH 102	Art and Culture in the West from 1400 to the Present	3
AH 204	Indigenous Art of the Northwest Coast	3
CMNS 235	Public Speaking	3
CMNS 251	Professional Report Writing	3
ENGL 210	The Art of the Essay	3
GD 101	Fundamentals of Design	3
GD 102	History of Graphic Design	3
SOC 254	Writing for Social Sciences	3

THEA 111	Acting Skills for Work and Life	3
THEA 112	Acting I: Essentials of Acting	3
VA 113	Introduction to Drawing	3
VA 115	Introductory Studio I: Material Practices	3
VA 116	Intro to Studio II: Space, Form, and Time	3
or	Any 100-level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN course	2-6

Critical thinking

Required course, completed within the first 30 credits:

Course	Title	Credits
PHIL 100	Reasoning: An Introduction to Critical Thinking	3

Quantitative literacy

One of the following courses, completed within the first 60 credits:

Course	Title	Credits
ECON 100	Principles of Microeconomics	3
ECON 101	Principles of Macroeconomics	3
GEOG 252	Explanation in Geography: Quantitative Methods	4
GEOG 253	Introduction to Geographic Information Systems	4
MATH 105	Math for the Elementary School Teacher	4
MATH 110	Pre-Calculus Math	4
MATH 111	Calculus I	4
MATH 123	Everyday Math and Stats	3
MATH 140	Algebra and Functions for Business	3
MATH 141	Calculus for Business	3
PSYC 110	Applied Statistical Analysis in Psychology	3
STAT 104	Introductory Statistics	4
STAT 106	Statistics I	4

Scientific practice

One of the following courses, completed within the first 60 credits:

Course	Title	Credits
AGRI 123	Horticulture Skills I	3
AGRI 124	Introduction to Horticulture	3

AGRI 129	Horticulture Skills II	3
AGRI 163	Pest Biology and Identification	3
ASTR 101	Solar System and History of Astronomy	3
ASTR 103	Astronomy: The Solar System	4
ASTR 104	Stars, Galaxies, and the Cosmos	4
BIO	Any 100-level or higher BIO course	3-8
CHEM	Any 100-level or higher CHEM course	3-6
GEOG 103	The Physical Environment	4
GEOG 105	Natural Hazards and Hollywood	3
GEOG 111	Environmental Issues and Strategies	3
GEOG 116	Earth Rocks	4
HSC 111	Human Anatomy and Physiology I	4
IPK 477/ BIO 477	Traditional Ecological Knowledges	4
KIN 163	Introduction to Exercise Physiology	4
KIN 170	Basic Human Anatomy	4
NURS 105	Professional Nursing: Communication II	3
PHYS	Any 100-level or higher PHYS course	3-5
PSYC 202	Research Methods in Psychology	4

Civic Engagement, Global Citizenship, and Pluralism~~Civic and intercultural engagement~~

One of the following courses, completed within the first 60 credits. ~~selected from either the civic engagement or intercultural engagement list:~~

~~**Civic engagement**~~

Course	Title	Credits
~~AIS 280~~	~~Introduction to Work Integrated Learning (formerly ARTS 280)~~	~~3~~
~~AIS 380~~	~~Practicum/Internship I (formerly ARTS 380)~~	~~3~~
~~AIS 480~~	~~Practicum/Internship II (formerly ARTS 480) (with approval)~~	~~3~~
GDS 100/ GEOG 109	A World of Development	3
GDS 260	Gender and Global Development	3
GDS 310/ GEOG 396/ SOC 396	Canada Internship	6
GEOG 312	Nature, Power, and Place	4
GEOG 412	Environmental Geography Practicum	4
GEOG 460	Practicum in Planning	4

GEOG 464/ GD 464	Community Planning and Development: Local Applied Studio	4
IPK 402	Indigenous Studies Field Work Practicum	3
VA 390	Community Arts Practice	3
or	An approved, relevant internship or practicum not listed above	

~~**Intercultural engagement**~~

~~**Course**~~	~~**Title**~~	~~**Credits**~~
~~AIS 280~~	~~Introduction to Work Integrated Learning (formerly ARTS 280)~~	~~3~~
~~AIS 380~~	~~Practicum/Internship I (formerly ARTS 380)~~	~~3~~
~~AIS 480~~	~~Practicum/Internship II (formerly ARTS 480) (with approval)~~	~~3~~
ANTH 111	First Nations of British Columbia – Traditional Cultures	3
CMNS 180	Introduction to Intercultural Communication	3
ENGL 228	Indigenous Literature	3
FILM 211	Film in a Global Age	3
FILM 312	India on Film	3
FILM 313	Indigenous Film	3
FREN 103	French Study Tour	3
GDS 250/ SOC 250	Sociology of Development – The Global South	3
GDS 311/ GEOG 398/ SOC 398	International Internship	6
GEOG 346	Geography of Religion and Peacebuilding	4
GEOG 466/ GD 466	Community Planning and Development: International Studio	5
HIST 103	Stó:lō History	3
HIST 396O	The History of Residential Schools	4
IPK 386	Braiding Indigenous Knowledges, Practices, and Worldviews	3
IPK 401	Indigenous Worldviews and Spirituality	3
IPK 402	Indigenous Studies Field Work Practicum	3
JAPN 103	Japanese Study Tour: Language and Culture	3
LAS 200/ SOC 200	Social Issues in Latin America	3
PACS 200	Conflict Analysis and Peacebuilding in the Fraser Valley	3
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	3
or	An approved, relevant internship, practicum, or study abroad not listed above	

Professional practices

Required course, completed within the first 60 credits:

Course	Title	Credits
AIS 299	Professional Practices I (formerly ARTS 299)	3

Plus, one of:

~~One of:~~		~~3-4~~
Course	**Title**	**Credits**
AIS 380	Practicum/Internship I (formerly ARTS 380)	3
AIS 399	Professional Practices II (formerly PORT 399)	3
AIS 480	Practicum/Internship II (formerly ARTS 480) (with approval)	3
CMNS 412	Communications Practicum	4
HIST 401	Practicum in History	4
PSYC 490	Honours Seminar	3
PHIL 495	Honours Tutorial	3
COOP 110	Co-op Work Term I Note: COOP 110 is a 6-credit course. 3 credits will count towards the Professional Practice competency and 3 credits will be counted as elective credit. Students are encouraged to complete the Co-Op designation by completing COOP120 and COOP 130 as electives in the BA.	3

Second language competency

All BA students will demonstrate competency in a language other than English, equivalent to B.C. secondary school Grade 11. Students meet competency by one of the following:

- Successfully completing any Grade 11 secondary school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a secondary school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV;
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Languages 101 course or higher; **or**
- Successfully completing Levels 1, 2, and 3 of American Sign Language (ASL).

Students who have gained second language competency through other means may contact **Modern Languages** to inquire about an assessment.

Note: Students may not use the same course to meet additional requirements such as the second language competency or the personal and social responsibility competencies. Students are welcome to take additional second language courses to meet those requirements.

Subject-Area specialization~~Subject-specific major/minor~~ requirements

To plan and~~/or~~ declare a major, major-minor combination, or a double major~~extended minors, or minors~~, students should book an appointment with an Academic Advisor at **ufv.ca/advising**.

When to declare

- Between 30 and 60 credits
- Failure to declare by 60 credits: registration in further courses is blocked

Declaration requirements

- Minimum CGPA of 2.00 on all credits attempted
- Minimum grade of C in each of the three required courses for the subject discipline, unless otherwise stated
- Completion of the Writing Foundation and Critical Thinking core competencies

What to declare (minimum)

- One major~~, or~~
- ~~Two extended minors/minors of a minimum of 24 credits each~~

Students may consider combining their major with another major, a minor/extended minor, or minors/extended minors. In considering any combination, students should be aware:

- The same lower-level courses cannot be used to satisfy the requirements for more than one specialization.
- Two upper-level courses (up to eight upper-level credits) may be shared between specializations.
- Combining two or more specializations may require more than 120 credits.

Students wishing to pursue more than one specialization should consult with an Advisor early in their degree (first or second year)

Students wishing to complete a minor as a stand-alone specialization, or in combination with another minor, are encouraged to explore the Bachelor of Integrated Studies.

Students wishing to complete two extended minors/minors in Art History, Creative Writing, Graphic Design, Theatre, Visual Arts, and Media and Communication Studies are encouraged to explore the Bachelor of Fine Arts.

Available declaration options

Discipline	Honours	Major	Extended minor	Minor
Adult Education	-	-	-	✓
Anthropology	-	✓ (Sociology/Anthropology major)	✓	✓
Applied Ethical and Political Philosophy	-	-	-	✓
Applied Statistics	-	-	-	✓
Art History	-	-	✓	✓
Biology	-	-	✓	-
Business	-	-	-	✓
Communications	-	✓	-	✓
Computer Information Systems	-	-	✓	✓
Creative Writing	✓ (English Honours, Creative Writing)	✓ (English major, Creative Writing concentration)	✓	✓
Criminal Justice	-	-	✓	✓
Economics	-	✓	-	✓
English	✓	✓	✓	✓
Environmental Studies	-	-	-	✓
French	-	✓	✓	✓
Geography	✓	✓	✓	✓
Global Development Studies	-	-	✓	✓
Graphic and Digital Design	-	-	✓	✓
History	✓	✓	✓	✓
Indigenous Studies	-	✓	-	✓
Kinesiology	-	-	-	✓
Latin American Studies	-	-	✓	✓
Mathematics	✓	✓	✓	✓
Mathematics (Statistics option)	-	-	-	✓
Media and Communication Studies	-	-	✓	✓
Peace and Conflict Studies	-	✓	-	✓
Philosophy	✓	✓	-	✓
Political Science	-	✓	✓	✓

~~Psychology~~	~~✓~~	~~✓~~	~~✓~~	-
~~Sociology~~	-	~~✓~~	~~✓~~	~~✓~~
~~Sociology/Anthropology~~	-	~~✓~~	-	-
~~Spanish Language and Culture~~	-	-	-	~~✓~~
~~Theatre~~	-	~~✓~~	~~✓~~	~~✓~~
~~Visual Arts~~	-	-	~~✓~~	~~✓~~

Honours

- Creative Writing
- English
- Geography
- History
- Philosophy
- Psychology

Majors

- Communication
- Economics
- English
- French
- Geography
- History
- Indigenous Studies
- Mathematics
- Peace and Conflict Studies
- Philosophy
- Political Science
- Psychology
- Sociology/ Anthropology
- Sociology
- Theatre

Minors and Extended Minors

- Anthropology
- Art History
- Communication
- Creative Writing
- Criminal Justice
- Economics
- English
- French
- Geography
- Global Development Studies
- Graphic and Digital Design
- History

- Indigenous Studies
- Latin American Studies
- Mathematics
- Mathematics (Statistics option)
- Media and Communication Studies
- Peace and Conflict Studies
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish Language and Culture
- Theatre
- Visual Arts
- Any non-Arts minor available at UFV

All Arts major and minors are aligned with UFV's Institutional Learning Outcomes. Please visit [ILO's website] for more information.

General electives

To plan and/or explore elective course options please book an appointment with an Academic Advisor at **ufv.ca/advising**. For complete details on course offerings see the **course descriptions** section.

Important notes

- The number of students wanting to enter any Arts Honours, major, extended minor, or minor program may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection is applicant GPA on required lower-level prerequisites; students in the BA will have priority. UFV cannot guarantee available seats in required program courses on demand.
- ~~Arts students completing the requirements for an Arts major or double extended minor/minor from the above list may combine the major or double extended minor/minor with an additional UFV major, extended minor, or minor. This may require students to complete more than 120 credits.~~
- Students may not~~, however,~~ combine the following:
    - A Geography major with a Physical Geography major or minor
    - A Mathematics major, extended minor, or minor with a Mathematics (Statistics option) minor
    - ~~A Mathematics major, extended minor, or minor in Arts with a Mathematics major or minor in Science~~
    - A Sociology/Anthropology major with extended minors or minors in Sociology or Anthropology

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

Co-operative Education option

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

Courses at other institutions

UFV students who wish to take course at another institution for credit toward the Bachelor of Arts must obtain permission in advance from an Academic Advisor. A Letter of Permission request is available at **ufv.ca/registrar/forms** or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.00) to receive a Letter of Permission. When approval has been granted, the Office of the Registrar will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

Relevant policies

Course Repeat policy (86): Students are not permitted to register for the same course more than three times. Students wishing to register for a course for a fourth time should connect with the **Student Rights and Responsibilities Office**. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A "W" or "AU" course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

Undergraduate Continuance policy (92): Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

Subsequent and Concurrent Bachelor Degree policy (98): Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are different, and that the student has met the program requirements. Students will complete at least one third of the total credits required for the additional degree, including at least 30 additional upper-level credits, beyond the credits taken in the first or concurrent degree. All 30 upper-level credits must be obtained through completion of UFV courses.

Transfer Credit policy (107) and **Prior Learning Assessment and Recognition (PLAR) policy (94):** Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BA degree requirements. They can also earn academic credit through an assessment of prior learning.

Residency

To meet the residency requirement of the BA, the following restrictions apply:

1. Of the 120 credits for the BA, 60 must be completed at UFV.
2. Of the 45 upper-level credits for the BA, 30 must be completed at UFV.
3. For an honours, major, extended minor, or minor program, at least 50% of the required upper-level credits in the specific Arts discipline must be completed at UFV.

Graduation requirements

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with an Academic Advisor. To be eligible to graduate, students must have:

- Completed the BA program with a minimum program GPA of 2.00 on all courses applicable to the degree.
- Completed all the requirements of their majors/extended minors/minors with a minimum program GPA of 2.00.
- Earned a minimum CGPA of 2.00 in all upper-level courses required for graduation.
- Earned a minimum CGPA of 2.00, calculated on all 100-level or higher UFV courses attempted.
- No more than five course duplications (with the exception of THEA 199 and THEA 299 when a grade of D or better is achieved).

Students must apply for graduation in the first month of their final semester. Visit the **Graduation webpage** for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.

Memo for Program Changes

To: Sylvie Murray, Chair, College of Arts Council

From: Dana Landry, Chair, Integrated and General Studies Program Committee

Date: Dec. 11, 2024

Subject: Program change (BIS Applied Management concentration)

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: Discontinuance of the Applied Management Concentration within the BIS

2. Rationale for change(s):

The Applied Management Concentration was suspended in Fall 2023. Rationale for the discontinuance is provided by Chris Schinckus, Dean of the Faculty of Business and Computing:

- The program faced consistently low enrollment, with upper-level MGMT courses attracting an average of only 10 students. Additionally, more employment opportunities for graduates in this specific concentration would be needed to improve its appeal.
- The School of Business faced challenges in maintaining the necessary faculty resources to support the program. Upper-level MGMT courses have placed demands on faculty time, requiring sessional instructors to address other programmatic needs.
- The program's output has been limited in terms of graduate numbers, and its ability to meet the quality standards and strategic goals of the university has been constrained due to low enrollment and insufficient resources.
- The program's suspension demonstrated no financial impact. Discontinuance would further solidify resource reallocation to more sustainable academic initiatives.

Consequently, the Integrated General Studies Program Committee passed, at its Dec. 9, 2024 meeting, a motion to support the Faculty of Business and Computing in its discontinuation of the Applied Management Concentration within the Bachelor of Integrated Studies.

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?

Students will not be impacted, because when the program was suspended, the students in it were supported through the transition.

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.

Memo for New Course: PHIL 199

To: College of Arts Curriculum Committee

From: Anna Cook, PHIL Department Head

Date: September 16, 2024

Subject: Proposal for new course PHIL 199: Hot Topics in Philosophy

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

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

The impetus for the creation of the course is many-fold. The program review external panel suggested we create an introductory-level special topics course. Many other departments have successfully adopted this strategy in other departments across Canada, and the Academic Advisor the panel met pointed out that this has been done successfully in History at UFV. Topics for such a course are meant to be on the lighter side of philosophical theory and be directly attractive to students starting college who otherwise would be daunted even by an introductory course in philosophy. A course of this sort has been offered at SFU to great success at getting students introduced to the field. While we currently offer a special topics course at the upper-level (PHIL 483), a lower-level special topics gives the Department flexibility to provide a more diverse array of lower-level courses. PHIL 199 would not need to be taught every year, but rather when a faculty member has a good idea for a topic that could be easily accessible for students encountering philosophy for the first time.

Another reason for the creation of this course is that the Philosophy Department is in a time of change with retirements and new hires. A lower-level special topics course gives new LTA and B-faculty the leeway to propose new courses without having to create a new permanent course. A special topics course could then be re-developed as a permanent course. This course gives the Department flexibility to develop new courses with a vision of long-term changes to the Program.

Additionally, a lower-level special topics course makes a course accessible to non-program students who would otherwise be intimidated (and ill-equipped) to take our upper-level special topics course. This course aims to introduce students to contemporary problems in philosophy. This course is distinct from PHIL 483: Selected Topics in Philosophy since it offers an introductory-level investigation of topics not covered in our normal course offerings. Since many university students have not had the opportunity to take a philosophy course in high school, this course aims to introduce philosophical skills and methods through an investigation of contemporary philosophical problems. The topic will rotate and could include for example, “Philosophy of Love,” “Philosophy and Conspiracy Theories,” “AI and Data Ethics,” “Philosophy of Film”. We do not, however, foresee offering more than 1-2 versions of 199 in the next 5 years.

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

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

The course meets the following program learning outcomes:

	LO1: Define key philosophical terms relevant to the selected topic	LO2: Apply major philosophical theories to selected topic	LO3: Critically evaluate philosophical positions in selected topic	LO4: Articulate reasoned responses to issues in selected topic through the lens of principles of Indigenization and equity, diversity, and inclusion.	LO5: Demonstrate skills of philosophical engagement, including argument analysis, close reading, and critical engagement.
PLO1: Recognize philosophical issues in academic and non-academic contexts.	x	x	x		
PLO2: Analyze arguments in historical and contemporary philosophical texts.	x	x	x	x	x
PLO3: Apply reflective and philosophical analysis to pressing contemporary local and global problems.	x	x	x	x	x
PLO4: Effectively communicate the subtleties and complexities of philosophical judgments.			x		x
PLO5: Compare diverse		x	x		

perspectives and traditions within historical and contemporary philosophy					
PLO6: Defend well-reasoned judgments on problems in logic, metaphysics, epistemology, ethics, and/or political philosophy.	x	x	x		x
PLO7: Develop a pluralist and decolonial approach to philosophical inquiry.			x	x	

The course will address all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical and contemporary texts and ideas that—for many students—will be from outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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

   N/A

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

   N/A

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

   N/A

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

   PHIL 199 is a Special Topics course and so the outline cannot speak to its possible course content, however, the outline includes a learning outcome specifically related to Indigenization (LO4). The Philosophy Department is committed to offering courses (in content and/or pedagogy) that are informed by principles of Indigenization and decolonization. The course offers a range of assignments and in-class learning activities that incorporates diverse ways of knowing and uses storytelling as a method of investigation.

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

   PHIL 199 is a Special Topics course and so the outline cannot speak to its possible course content, however, the outline includes a learning outcome specifically related to EDI (LO4). The Philosophy Department is committed to offering courses (in content and/or pedagogy) that are informed by principles of equity, diversity, and inclusion. This course offers a range of assignments to reflect students' different needs and abilities. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes.

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.:

   Since PHIL 199 is a lower-level course, we plan to offer 1 section every year. In terms of impact on our course plan, we foresee one section of 199 as replacing one section of 101, 110, or 120 a year. As a result, the creation of PHIL 199 should not impact our course plan in a meaningful way.

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

   50-100$ in books

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PHIL 199	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Hot Topics in Philosophy **Course Short Title:** Hot Topics in Philosophy	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Explores, at an introductory level, a selected contemporary topic in philosophy that is connected to broader social, political, and/or (pop) cultural topics under discussion in contemporary media. The topics covered are not addressed in current course offerings. Develops philosophical skills and methods through engagement with a specific contemporary topic. Topics covered will vary

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **Yes**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 12, 2024
Faculty Council approval	**Date of meeting:**	October 11, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Define key philosophical terms relevant to the selected topic.
2. Apply major philosophical theories to selected topic.
3. Critically evaluate philosophical positions in selected topic.
4. Articulate reasoned responses to issues in selected topic through the lens of principles of Indigenization and equity, diversity, and inclusion.
5. Demonstrate skills of philosophical engagement, including argument analysis, close reading, and critical engagement.

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

Assignments:	70%	Final exam:	25%		%
Holistic assessment:	5%		%		%

Details:

Assignments may include:

- Reading reflections (15%)
- Argument reconstructions (15%)
- Argumentative essays, digital storytelling, or presentations (40%)

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

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

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	Kirsten Martin	Ethics of Data and Analytics	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Course content for "Philosophy, AI, and Data Ethics":

- What is a philosophical problem?
- Ethical questions about AI
- AI and implicit bias
- Questions in data ethics: case studies

Memo for Program Changes

To: CACC

From: Anna Cook, Department Head of Philosophy

Date: October 11, 2024

Subject: Program change (Philosophy major and minor)

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

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

2. Rationale for change(s): We have added a new 100-level course (PHIL 199: Hot Topics in Philosophy) as an option to satisfy the 'Introductory courses' requirement in the Philosophy major, and as an option to satisfy the lower-level requirements in the Philosophy minor.

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

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

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

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

   This creates an additional course option to satisfy program requirements. As such, we do not predict that this change will impact current students from graduating.

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

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

Philosophy major

Introductory courses

Course	Title	Credits
Four of:		12
PHIL 100	Reasoning: An Introduction to Critical Thinking	
PHIL 101	Introduction to Philosophy	
PHIL 110	Introduction to Ethics and Moral Problems	
PHIL 120	Knowledge and Reality	
PHIL 199	Hot Topics in Philosophy	
PHIL 210	Introduction to Political Philosophy	
PHIL 240	Philosophy of Religion	

Philosophy minor

Lower-level requirements: 12 credits

Course	Title	Credits
Four of:		12
PHIL 100	Reasoning: An Introduction to Critical Thinking	
PHIL 101	Introduction to Philosophical Problems	
PHIL 110	Introduction to Ethics and Moral Problems	
PHIL 120	Knowledge and Reality	
PHIL 199	Hot Topics in Philosophy	
PHIL 210	Introduction to Political Philosophy	
PHIL 240	Philosophy of Religion	
PHIL 250	History of Western Philosophy: Ancient Greek Philosophy	
PHIL 251A	Rationalism and Early Modern Philosophy	
PHIL 251B	Empiricism and Early Modern Philosophy	

Memo for Course Changes

To: CAC, UEC

From: Shelley Liebembuk, Director School of Creative Arts

Date: Nov. 10, 2024

Subject: Proposal for discontinuation of THEA206, THEA 301/ENG 365, THEA 302, THEA 305, THEA 306/MUSC 306, THEA 314, THEA 315, THEA 351, THEA 352, THEA 451, THEA 452, THEA 401

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

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

☐ Six-year review

☐ Number and/or course code

☐ Credits and/or total hours

☐ Title

☐ Calendar description

☐ Prerequisites and/or co-requisites

☐ Frequency of course offering

☐ Learning outcomes

☐ Delivery methods and/or texts and resource materials

☐ PLAR options, grading system, and/or evaluation methods

☒ Discontinuation of course

☐ Other – Please specify:

2. Rationale for change: Working from program review suggestions we are streamlining the courses in the program. Below is the rationale for discontinuing the courses:
   - To streamline our offerings, THEA 206 LO's have been rolled into other courses
   - THEA 301/ENG 365 material has been moved into THEA 204. English has approved the discontinuation of ENG 365 as they have other 300-level courses that are similar.
   - To streamline our offerings, THEA 302LO's have been rolled into other courses
   - THEA 305 and 306 have been merged into the new THEA 209 Popular Theatre course
   - The specialized acting courses THEA 314 and THEA 315 will now be merged under THEA316 Special Topics in Performance practice
   - THEA 351 Directing I and 451 Directing II , and THEA 352 Devising I and 452 Devising II have been re-vamped into THEA 404A+B Directing and THEA 405A+B Devising, respectively.
   - THEA 401 has been replaced by SOCA 401.

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

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

5. Which program areas have been consulted about the change(s)? English has been consulted with regards to the discontinuation of THEA 301/ENGL 365, THEA 305, THEA 306/MUSC 306, and THEA 401, which are all currently included in the English major, Drama concentration. English anticipates replacing the discontinued courses with other THEA courses.

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

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

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

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

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 101 Experiencing Theatre and Performance

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:

1. Rationale for change: This course has shifted from being a text-driven course where students analyze written plays to one where students experience attending and analyzing live performances. This choice allows students to actively respond to production choices and learn about how theatre communicates meaning to an audience through production choices. The title, calendar description, and LOs have been updated to align with this change. The Resource materials have been updated, and we've included holistic assessment in our evaluation methods.

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

The learning outcomes for this course align with our Theatre program LOs and many aspects of the ILOs (see PLO to ILO mapping below). They are centred on experiential learning and developing students' ability to understand and analyze live performance. This is a form of information and critical literacy being developed in this course (ILO 1 Apply Knowledge and Competencies Proficiently and 2 Examine Critically and Historically). The outcome "Express a simple argument in writing, using evidence to support opinions and citing sources" aligns with ILO #3, as students are being trained to communicate effectively. The course includes BIPOC productions each semester "to acknowledge and value diversity in all its forms" (ILO 7 Advocate for Equity, Diversity, and Inclusion) and focuses on how Indigenous productions communicate Indigenous worldviews (ILO 5 Engage with Indigenous Knowledge Systems.

Theatre Program Learning Outcome	Institutional Learning Outcome
• Apply physical, vocal, and analytic skills to create an effective performance • Apply technical and design roles in theatre production • Apply digital skills, in various mediums, to create and support effective performance	Apply knowledge and competencies proficiently
• Generate creative projects that integrate theoretical frameworks • Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work*	Examine critically and holistically *Our course outlines are working to indigenize our curriculum and hope to extend towards: Engage with Indigenous Knowledge Systems
• Share research findings effectively across a range of outputs • Engage professionally in creative arts collaborations	Communicate effectively
• Play a leadership role in interdisciplinary creative projects • Engage professionally in creative arts collaborations	Lead Collaboratively
• Apply theatre and creative arts methodologies to community-based projects that promote social justice • Play a leadership role in interdisciplinary creative projects	Contribute locally and globally Advocate for Equity, Diversity, and Inclusion
• Identify post-graduation goals and outline plans to achieve them	Engage in Reflection for Action

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

N/A

4. Which program areas have been consulted about the change(s)? N/A

5. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

This course includes Indigenous productions and a specific teaching focus on integrating examples of Indigenous performance in Canada. The unit explores how Indigenous performance reflects Indigenous worldviews and is taught through examples. Effort is made to select live performances that are Indigenous-led. Productions may highlight themes of intergenerational trauma from the residential school system, Indigenous identity, and Indigenous resurgence, which respond to many aspects of the Calls to Action.

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

Assignments follow holistic assessment practices including reflection journals about student's experiences seeing productions and collaborative group presentations. Production selection includes BIPOC-centred performances which help students to understand and celebrate diversity of experiences. In a very material way this directly financially supports BIPOC and queer productions and artists, and/or productions that highlight disability or other forms of marginalization.

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

N/A

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Supplemental fee of $250, which provides tickets and transportation to four theatre shows.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1998
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Experiencing Theatre and Performance **Course Short Title:** Experiencing Theatre	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Learn to critically observe, analyze, and discuss live performance while attending performances representing a diverse range of cultures and artistic styles at venues across the Lower Mainland. Examples of Indigenous performance and theatre will be included whenever possible.

Note: Students will be required to pay a materials fee to cover the cost of tickets and transportation to live performances.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	15
Experiential (field trip)	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Describe the relationships between space, audience, performers, and story observed while watching live performances from a range of cultures.
2. Identify the production choices for directors, actors, and designers observed through watching a given performance.
3. Outline how teams of artists create live performances through distinct roles and aesthetic choices.
4. Articulate how theatre and live performance produce affective responses, with reference to own experiences as audience member.
5. Identify how Indigenous artists use performance to address cultural identity, cultural protocols, and ways of knowing and being.
6. Express a simple argument in writing, using evidence to support opinions and citing sources.

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

Final exam:	20%	Assignments:	50%	Holistic assessment:	30%
	%		%		%

Details:

Assignments involve short written responses to each live performance outing.

Holistic assessment includes reciprocal reflection by students and instructor on engaged attendance and appropriate behaviour as an audience member during live performances, as well as active engagement in class discussions.

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, class discussion, small group activities, workshops, field trips to live performances, 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.			
2.			
3.			
4.			
5.			

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

Students will be required to pay a materials fee to cover the cost of tickets and transportation to live performances at various locations in the Lower Mainland.

Course Content and Topics

- Introduction: What is theatre?
- How to watch a play #1: how does theatre communicate meaning to audiences?
- How to watch a play #2: the roles of directors, designers, actors
- Spaces and audience behaviour
- Identify the objectives of a theatre production (key themes; message; production concept)
- Experiencing performance: how does theatre produce affective responses for audience members?
- Self-reflexivity and self-positioning as an audience member
- Examples of Indigenous performance in Canada: how Indigenous performance reflects Indigenous worldviews

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Oct. 23, 2024

Subject: Proposal for revision of THEA 111 Performance Skills for Work and Life

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

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☒ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☒ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☒ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:
2. Rationale for change: Updating the course for the six-year review and editing the title, calendar description, and learning outcomes to give students clearer information about what happens in the course. We offer multiple sections of this course every semester so the frequency has been updated. Resource material has been updated, and we've included holistic assessment in our evaluation methods.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning changes to learning outcomes. They have been edited for clarity and to fit within the 8 LO max. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

The course includes Indigenous storytelling as an example of how to tell compelling, relevant stories. This aligns with the commitment to honour Indigenous knowledge and ways of knowing at all touchpoints of learning. We foster an inclusive, experiential, and community-oriented learning environment that honours Indigenous knowledge and promotes deep listening, collaboration, and personal development (aligning with the UFV Integrated Strategic Plan). The students tell Earth Stories, which are myths and legends from around the world that hold values of care for the community and environment, many of which are Indigenous stories.

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

Through the learning outcome "Evaluate effective strategies to support individual public presentation skills" we offer the opportunity for students to deeply consider how they can enhance their ability to communicate, through embodied techniques that build verbal, non-verbal and paraverbal skills. While there are many benefits to personal communication we are also building professional communication skills that students will take with them into the workforce or other areas of their careers. These critical skills are important for everyone, and especially for people with neurodivergence and language learners.

The course teaches techniques to build confidence, overcome stage fright, and develop presence which can help students from diverse backgrounds who might have varying levels of experience and comfort with public speaking. This focus on building confidence can be particularly supportive for marginalized or underrepresented students who may face additional barriers to participation. It emphasizes that all people, regardless of their physical abilities or backgrounds, can improve their communication skills. As we cover a range of verbal and non-verbal communication skills we support students in expressing themselves in multiple ways. This inclusive approach to communication can help accommodate diverse learning styles and communication preferences. The theatre techniques used can be adapted to meet the needs of students with different abilities. In this way, THEA 111 supports accessibility and inclusivity in learning.

The course places a strong emphasis on active listening and observation, crucial skills for fostering an inclusive environment where all voices are heard and respected. This helps create a learning space where diverse perspectives are valued and students are encouraged to engage thoughtfully with each other. As students work together on creative projects and collaborative activities, we break down social barriers and help students learn from each other. Through theatre games and activities, students get to know the other students in their class, developing a community with people from a range of backgrounds. This builds empathy and understanding across diversity, which is a critical element of EDI.

By teaching students how to provide and integrate constructive feedback, the course fosters a supportive learning environment where everyone's contributions are valued. This approach helps create a culture of continuous improvement and mutual respect.

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.

   Due to space constraints and safety reasons the class size must be kept at 24 and be scheduled in an open room such as D104 or D105.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

ORIGINAL COURSE IMPLEMENTATION DATE:	November 1980
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 111	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Performance Skills for Work and Life **Course Short Title:** Performance for Work & Life	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Students learn to present themselves and material clearly and persuasively through the use of acting techniques. Skills of verbal and non-verbal communication are emphasized and students will learn theatre techniques to overcome stage fright to be present and confident. Students practice sustained attention, active listening, collaboration, and problem-solving.

Note: This course may involve field trips to see plays.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply verbal and non-verbal communication skills through vocal exercises, body awareness and movement techniques.
2. Use physicality, space, gestures, and vocal techniques to enhance the effectiveness of presentations.
3. Engage active listening and observation techniques to assess and respond to what others communicate verbally and non-verbally.
4. Analyze and score texts for impactful communication.
5. Perform stories and scenes for an audience.
6. Provide constructive feedback on one's own and others' presentations and performances.
7. Evaluate effective strategies to support individual public presentation skills.
8. Contribute to a creative, collaborative team.

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

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

Details: Weekly written responses, storytelling assignment, scenario assignment, scene presentation, script scoring; final exam is a performance.

Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class exercises.

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

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

Individual and group exercises, improvisation, demonstration, scene and monologue preparation, text analysis, class presentations, critique and discussion, journaling, attendance and analysis of theatre performances.

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.	Video	Point	Th'owxeya The Cannibal Woman	
2.	Online resource	Digital Theatre Plus	"How to Work in the Space," "How to Work with a Script," and "How to Self-Direct"	
3.	Other	Kassel	*Acting: An Introduction to the Art and Craft of Playing*	2007
4.	Online resource	Earth Charter	*The Earth Stories Collection*	
5.				

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

PDFs, articles, and videos provided by the instructor. Exercise mat, water bottle, and loose-fitting clothing required for classes.

Course Content and Topics

Body, breath, voice
- Physical awareness
- Alignment
- Breathing

Presentation techniques
- Presence and physicality
- Vocal toolkit
- Text analysis and scoring

To tell a good story
- Indigenous storytelling
- Interrupting anxiety to stay present
- Choosing effective strategies
- Vocalization
- Storytelling performance

Listening and responding

- Verbal and non-verbal communication
  - Space and gestures
- Escalating and de-escalating techniques
- Vocalizing emotion and persuasion
- Presence, attentiveness, receptiveness, and sponteneity
- Scenarios (Improv assignment)

Creative collaboration

- Generative feedback
- Costumes and props
- Integrating feedback
- Final performances

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director of School of Creative Arts

Date: Oct. 21, 2024

Subject: Proposal for revision of THEA 112 Acting Fundamentals

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

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☒ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☒ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - x PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

1. Rationale for change: Updating the course for the six-year review and editing the calendar description to give students more information about what happens in the course. We are re-titling all courses in the Acting Ladder to be more streamlined. This 100-level course will be Acting Fundamentals (followed by 200-level Intermediate Acting, and 300-level Advanced Acting courses). We have updated our resource materials, and we've included holistic assessment in our evaluation methods.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning outcome changes. They have been edited to adhere to the 8 LO max. [Please note, for clarity of reading, we have struck out the old ones and re-written, but edits are minor.]

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

4. Which program areas have been consulted about the change(s)? N/A

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

The course introduces students to Indigenous acting and dramaturgical strategies. This is embedded structurally in the course in the following learning outcome: "Identify a variety of approaches to character creation and dramaturgy from a range of non-Western cultural contexts, including an introductory understanding of Indigenous approaches." Within the texts and resources, we included Jill Carter's (2016) article "*Chocolate Woman* Visions and Organic Dramaturgy: Blocking-Notation for the Indigenous Soul" which offers an Indigenous style of script/performance notation that offers additional tools beyond Western script analysis methods.

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

One of the texts in the resource materials is the book *Black Acting Methods* (2017), edited by Sharrell Luckett and Tia Shaffer. This text offers insight into Afrocentric acting and performance creation methods, approaches to performance, and tools and rituals from acting coaches and performers. Including these methods creates more inclusivity and representation within actor training.

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

The size of the class is limited to 24 due to space and safety constraints.

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

$100

ORIGINAL COURSE IMPLEMENTATION DATE: November 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 112	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Acting Fundamentals **Course Short Title:** Acting Fundamentals	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Explores fundamental techniques actors use to create dramatic characters and effective performances, while focusing on character development, scene analysis, and the integration of voice and movement, across monologues, scenes, and original ensemble performances.

Note: This course may involve field trips to see plays.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply vocal and physical acting exercises and movement techniques to improve vocal and physical openness and awareness in performance.
2. Employ textual analysis, memorization, and presentation techniques to perform a dramatic role for an audience.
3. Apply two or more recognized methods to create dramatic characters for audiences.
4. Demonstrate confidence and clarity of purpose in performing a dramatic role for an audience.
5. Critique one's own and others' performances constructively.
6. Integrate critique from self, peers, and instructor to improve performances.
7. Collaborate effectively with peers to perform scenes and scenarios.
8. Identify a variety of approaches to character creation and dramaturgy from a range of non-Western cultural contexts, including an introductory understanding of Indigenous approaches.

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

Assignments:	80%	Holistic assessment:	20 %		%
	%		%		%

Details: Scaffolded assignments including scene study, script analysis, first and final performances of monologues and scenes, reflection journal. Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class exercises.

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

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

Individual and group exercises, improvisation, demonstration, scene study and preparation, class presentations, critique and discussion, journaling, attendance, and analysis of theatre performances.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Meisner	*Sandford Meisner on Acting; Vintage*	1987
2.	Other	McGaw, Stilson, & Clark	*Acting is Believing,* 11th Ed.	2012
3.	Other	Benedetti, Robert	*The Actor at Work,* 10th Ed.	2008
4.	Article	Carter	*'Chocolate Woman' Visions an Organic Dramaturgy: Bocking-Notation for the Indigenous Soul;* Canadian Women's Studies	2008
5.	Textbook	Luckett & Schaffer (Eds.)	*Black Acting Methods: Critical Approaches*; Routledge	2017

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

An exercise mat, water bottle, and loose-fitting clothing are required for classes.

Course Content and Topics

Awareness
- Creating physical awareness
- Developing vocal openness
- Physicality and movement

Listening and critique
- Identifying and working through "blocks"
- Listening and response
- Individual presentations and critique
- Integrating feedback

Scene study
- Script analysis
- Notation and script scoring (including Indigenous approaches)
- Psycho-physical approaches to character
- Duet presentations and critique

Introduction to ensemble
- Creation methods
- Viewpoints
- Ensemble work
- Final performances

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director of School of Creative Arts

Date: Oct. 21, 2024

Subject: Proposal for revision of THEA 121 Technical Theatre I

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:

1. Rationale for change: We are updating all courses that make up the technical theatre ladder within the Theatre program, responding to feedback from our program review to ensure a larger breadth of courses. We have made the typical course content and topics clearer to understand and reflect what occurs in the course. Technical Theatre I and Technical Theatre II no longer need to be taken consecutively, and we have updated the Indigenization and EDI principles. We've included holistic assessment in our evaluation methods.

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

No major changes to learning outcomes. They have been edited and updated to be within the 8 learning outcome max. [Please note, for clarity of reading, we have struck out the old ones and re-written, but edits are minor.]

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

4. Which program areas have been consulted about the change(s)? N/A

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

Within the Basics of Technical Theatre section of the course we connect to Indigenous domains of wellness to consider physical, mental, and emotional wellness for technical theatre practitioners. This is embedded within the learning outcome "Identify best practices for physical, mental, and emotional wellbeing within technical theatre practice using Indigenous ways of knowing and being wherever possible."

Indigenous plays are used within assignments, which allows students to think critically about the themes within them and how to artistically and respectfully work with them.

The applied nature of this course responds to UFV's Integrated Strategic Plan and the following Strategic Imperatives:

- Foster interdisciplinary and integrated forms of engagement
- Emphasize active and experiential forms of learning
- Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members
- Enhance digital literacy and access to technology

Students are guided by faculty members who work as professionals in theatre, they learn the technology and the operation of tools used in technical theatre and integrate theory and practice.

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

EDI principles are embedded in the course through the following learning outcome: "Explain environmentally sustainable and inclusive practices in technical theatre." As we discuss technical theatre language and terminology we have the opportunity to highlight attempts to decolonize technical theatre practice (e.g. discussion about using the term Master, as in Props Master, and the racist roots of the term). Theatre classrooms emphasize collaboration, healthy communication, and respect, which are necessary elements for a successful production.

BIPOC-authored plays are used in assignments which cultivate a deeper understanding of the complexities of cultural representation and the importance of equitable storytelling.

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

Due to space constraints and health and safety considerations, as our Theatre facility is a classroom turned blackbox (D105), this course can accommodate a maximum of 18 students.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 121	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Technical Theatre I **Course Short Title:** Technical Theatre I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Introduces fundamentals of technical theatre arts, including terminology; contemporary production models; inclusive, sustainable, alternative, and safe work practices; and teamwork. Students will complete experiential, skills-based projects related to costumes (including hair and makeup), lighting, sound, and projections.

Note: Students are required to attend at least one live professional performance outside of class time.
Note: This class may require field trips.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	18
Supervised laboratory hours (shop)	36
Practicum	6
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 18**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Describe the tasks and responsibilities associated with the various roles in a contemporary theatre production model.
2. Identify technical production and design information contained within a dramatic text.
3. Identify best practices for physical, mental, and emotional wellbeing within technical theatre practice using Indigenous ways of knowing and being wherever possible.
4. Explain environmentally sustainable and inclusive practices in technical theatre.
5. Demonstrate safe work practices in lab activities, based on professional industry standards for technical theatre.
6. Describe elements of technical theatre practice observed through attending live performances, both verbally and in writing.
7. Explain basic technical and aesthetic principles related to costumes, lighting, projections, hair and makeup, and sound in live theatre.
8. Apply technical skills and principles in creative projects related to costumes, lighting, projections and sound.

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

Quizzes/tests:	15%	Assignments:	40%	Lab work:	30%
Holistic assessment	15%		%		%

Details:

Lab work (participation and completion of learning outcomes)
Assignments includes 3 lab assignments and a live performance review of professional production review paper (10%)
Holistic assessment includes reciprocal reflection by student and instructor on participation in lab work. Students will submit written reflection journal as part of this assessment.

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, labs, group work, field trips, online instruction.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Mckinney, Joslin, & Palmer	Scenography Expanded, Routledge	2018
2.	Online resource	Various	Working in the Theatre, video streaming	2003-2020
3.	Textbook	Howard	What is Scenography? 3rd Edition; Routledge	2019
4.	Textbook	Carver	Stage Craft Fundamentals: A Guide and Reference for Theatrical Production; Routledge	2009
5.	Other	St. Bernard & Nolan	Refractions: Scenes; Playwrights Canada Press	2020

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

Computer or tablet with internet access, capable of running GarageBand or Audacity. Access to either MS Office or iWork for word processing and spreadsheets.

Course Content and Topics

Introduction to technical theatre
- Safety and best practices protocol
- Contemporary theatre production model
- Technical theatre terminology
- Venue tour

Basics of technical theatre
- Lab 1 (Costumes, hair, and makeup)
- Breaking down the script
- Working at heights
- Rigging and knots basics
- Lab 2 (Rigging and knots)
- Wellbeing in technical theatre (physical, mental, and emotional)

Lighting
- Physics
- Types of instruments
- Hanging and focusing
- Electrical safety
- Lab 3 (Lighting)

Projections
- Projection basics
- Physics
- Types of projectors and cables
- Lab 4 (Projections)

Sound
- How to assess and discuss technical theatre
- Sustainability, inclusivity, and collaboration in technical theatre
- Sound
- Physics of sound
- Introduction to equipment
- Setting up an audio system
- Safety and noise levels
- Lab 5 (Sound)

Final project presentations

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director of School of Creative Arts

Date: Oct. 23, 2024

Subject: Proposal for revision of THEA 123 Technical Theatre II

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

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

2. Rationale for change: We are updating all courses that make up the technical theatre ladder within the Theatre program, responding to feedback from our program review to ensure a larger breadth of courses. We have made the typical course content and topics clearer to understand and reflect what occurs in the course. Technical Theatre I and Technical Theatre II no longer need to be taken consecutively, and we have updated the Indigenization and EDI principles. We've included holistic assessment in our evaluation methods.

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

No major changes to learning outcomes. They have been edited and updated to be within the 8 learning outcome max. [Please note, for clarity of reading, we have struck out the old ones and re-written, but edits are minor.]

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

Within this course, there is an emphasis on understanding the specific considerations for working with Indigenous productions, such as creating safe spaces with appropriate supports and resources if the themes of the performance deal with trauma and may be triggering. Some productions have elders available to speak with and smudge audience members who need support after witnessing a performance. This can be seen in the learning outcome: "Describe how technical theatre arts contribute to live theatre productions and considerations for working with Indigenous productions."

Indigenous plays are used within assignments, which allows students to think critically about the themes within them and how to artistically and respectfully work with them.

The applied nature of this course responds to UFV's Integrated Strategic Plan and the following Strategic Imperatives:

- Foster interdisciplinary and integrated forms of engagement
- Emphasize active and experiential forms of learning
- Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members
- Enhance digital literacy and access to technology

Students are guided by faculty members who work as professionals in theatre, they learn the technology and the operation of tools used in technical theatre, and integrate theory and practice.

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

BIPOC-authored plays are used in assignments which cultivate a deeper understanding of the complexities of cultural representation and the importance of equitable storytelling. The fact that this is an applied course, where students are evidencing their learning in multiple and applied ways, allows people who may be less prepared for academic writing courses to excel. The course also promotes collaboration, consensus-based decision-making, and conflict prevention, which are essential communication skills that uphold the principles of EDI.

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

Due to space constraints and health and safety concerns, as our Theatre facility is a classroom turned blackbox (D105), the maximum number of students that can be accommodated in this course is 18.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Since THEA 121 is no longer a prerequisite for this course, should the course title for both courses (Technical Theatre I and Technical Theatre II) be changed? The current titles seem to indicate that the courses should be taken consecutively.
  While no longer a prerequisite for the other, the two classes will follow a fall (THEA121) to winter (THEA123) pattern, and they are two parts of technical theatre. We welcome suggestions for new titles that would still show them as sister-courses.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 123	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Technical Theatre II **Course Short Title:** Technical Theatre II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Introduces fundamentals of technical theatre arts, including terminology; contemporary production models; inclusive, sustainable, alternative, and safe work practices; and teamwork. Students will complete experiential, skills-based projects related to props, set construction, and scenic art.

Note: Students are required to attend one live professional performance outside of class time.

Note: Field trips outside of class time may be required.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	18
Supervised laboratory hours (shop)	36
Practicum	6
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 18**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Describe how technical theatre arts contribute to live theatre productions and considerations for working with Indigenous productions.
2. Effectively communicate, orally and in writing, in technical theatre and production contexts (i.e. production meetings, email communication, production reports).
3. Explain best practices for interpersonal conflict prevention and resolution in theatre production contexts.
4. Outline basic principles of project planning and management (i.e. time management, budget, scope).
5. Assess potential and real risks in shop, studio, and performance spaces.
6. Explain basic technical and aesthetic principles related to properties, set construction, and scenic art in live theatre performance.
7. Apply technical skills and principles in creative projects related to properties, set construction, and scenic art.
8. Collaborate with peers to solve production problems, reach consensus, and give critique.

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

Quizzes/tests:	15%	Assignments:	40%	Lab work:	30%
Holistic assessment	15%		%		%

Details:

Lab work (Participation and completion of learning outcomes)
Assignments includes 3 lab assignments and a live performance review of professional production review paper (10%)
Holistic assessment includes reciprocal reflection by student and instructor on participation in lab work. Student will submit written reflection journal as part of this assessment.

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, labs, field trips, 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	Campbell	Technical Theatre for Non-Technical People	2018
2.	Online resource	Various	Working in the Theatre, video streaming	2003-2020
3.	Textbook	Savage	Every Tool's a Hammer	2019
4.	Textbook	Carver	Stage Craft Fundamentals: A Guide and Reference for Theatrical Production	2009
5.	Textbook	Gillette	Construction, Lighting, Sound, Costume and Makeup	2019

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

Course Content and Topics

Safety and technical theatre
- Shop safety
- Risk assessment

Communication
- Performativity of technical theatre
- Digital communication (i.e. emails, spreadsheets, technical theatre documents)
- Visual communication (i.e. sketch, drawings, renderings)
- Introduction to production management, technical direction, and project planning
- Conflict prevention and resolution
- Venue tour
- Working with Indigenous productions

Properties
- Categories of properties (i.e. hand, set, décor)
- Basic properties building techniques (i.e. paper props, mask, puppets, upholstery, fake food)
- Shop safety and safety of pops in performance (i.e. allergens, weapons, open flame)
- Practical assessment or project

Set construction
- Basics of set construction (i.e. tools and materials)
- Identifying basic set components (i.e. flats, risers)
- Basic set-building techniques
- Practical assessment or project

Scenic art
- Basic tools of the scenic department
- Principles of scenic art for theatre
- Basic skills (i.e. Layout, marbling, wood grain, stone, brick)
- Practical assessment or project

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 125 Digital Skills for Theatre and Performance

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: Responding to Program Review feedback we are strengthening our technical theatre offerings, by enhancing this class in digital technical controls. Title, calendar description, and learning outcomes have been edited for clarity. Resources have been updated, and we've included holistic assessment in our evaluation methods. ~~We have shifted the course number to a 200-level, as the level of LOs better correspond with other 200-level Theatre courses.~~

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

No substantial changes to learning outcomes. They have been edited for clarity and to fit within the 8 learning outcomes maximum. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

This course is also part of the Media Arts Digital Performance stream. This change to the course makes it all the more compatible with Media Arts students' LOs.

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

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

The learning outcome "Apply skills when working with scenes from plays by a diverse range of playwrights, including Indigenous and BIPOC authors" means that students are reading or engaging with Indigenous-authored/created plays and so are thinking and working deeply with themes that support decolonization and Indigenous resurgence, among others.

This course also contributes to meeting the following Strategic Imperatives:

- Emphasize active and experiential forms of learning
- Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members
- Enhance digital literacy and access to technology

Students work with industry-standard software that enhances their digital literacy and access to technology. They apply their learning in applied projects which is experiential learning, and they work with faculty who are professionals in their fields.

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

Students work on projects related to BIPOC-authored plays, which exposes them to a variety of perspectives, themes, and issues. The course also enhances digital literacy and the ability to work effectively with technology. Not only does this help students develop career-related skills, but it also teaches skills and opportunities for students who may face barriers to working in theatre (such as students who have mobility challenges, etc).

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Pre-Check recommends keeping this as THEA 125, as there are no prerequisites and it remains a lower-level course, whether at the 100 or the 200 level.
  We accept this recommendation of keeping this class at THEA125.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2021
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 125	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Digital Skills for Theatre and Performance **Course Short Title:** Digital Skills for Performance	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An introduction to the concepts, digital technical skills, and techniques used in digital performance, live performance, and theatre. Topics include computer-assisted drafting, design modelling, lighting, pre-visualization, and control. Students will operate industry-standard software and learn to create their own basic designs for live and digital performance.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	40
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Demonstrate functional knowledge of a lighting pre-visualizer to virtually record and execute lighting.
2. Illustrate various lighting atmospheres and themes by using a lighting console to record and execute lighting scenes.
3. Describe the industry standard lighting positions and configurations.
4. Utilize the fundamentals of technical drawing.
5. Use industry-standard drafting software to generate scenic technical drawings and lighting plots.
6. Apply skills when working with scenes from plays by a diverse range of playwrights, including Indigenous and BIPOC authors.

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

Assignments:	30%	Lab work:	60%	Holistic assessment:	10%
	%		%		%

Details:

Lab work (tutorial/ workshops in the Mac lab) includes 3D scenic model making, technical drafting, drawing lighting plots and lighting pre-visualization renderings. Lab work is supervised and includes applied learning.
Assignments include creating a sequence of lighting to create a visual narrative.
Holistic assessment includes reciprocal reflection by students and instructor on active engagement in tutorials/ workshops.

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, class discussion, demonstrations, tutorials on software.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Dorn & Shanda	Drafting for the Theatre; Southern Illinois University Press	2012
2.	Other	Allen	Vectorworks for Entertainment Design: Using Vectorworks to Design and Document Scenery, Lighting, Rigging and Audio Visual Systems 2nd Edition; Routledge	2021
3.	Other	McMills	The Assistant Lighting Designer's Toolkit 2nd Edition; Routledge	2021
4.	Other			2015
5.				

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

Online video tutorial bundle required. Students will be provided with scenes from a range of plays, including those by non-western and Indigenous playwrights, to work with for tutorials and workshops.

Course Content and Topics

VectorWorks
- VectorWorks interface and basic modelling
- VectorWorks Lab
- Design Layers
- Technical drawing principles
- Sheet layers and orthographic projections
- VectorWorks Lab

Lighting
- Lighting positions and configurations
- Lighting plot principles
- Drafting lighting plots in VectorWorks
- Lighting plot lab

Pre-visualization
- Introduction to lighting pre-visualization (Capture)
- Pre-visualization lab
- Technical controls of lighting with ETC Nomad
- Pre-visualization lab with Capture and ETC

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director School of Creative Arts

Date:Oct. 23, 2024

Subject: Proposal for revision of THEA 199 - Introduction to Technical Production

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

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

2. Rationale for change: This course has been revised slightly to be an introduction to technical production, that will be paired with the fall Theatre production, as indicated in the updated title, calendar description and LOs. It is no longer a lettered course, and we have changed the title to better reflect the introductory nature of the course. We've included holistic assessment in our evaluation methods.

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

No substantial changes have been made to the learning outcomes. They have been edited for clarity and to comply with the 8 learning outcome maximum. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

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

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

Please Note:
All technical theatre practicums (THEA 199, 295, 299, 399, and 499) are individuated in terms of tasks, credits, and responsibilities, but they follow the same basic structure. The description in the Memo for how Theatre Practicum courses contribute to Indigenization and EDI at UFV is the same.

This production course allows students to take on a technical role working backstage on a show. When possible the Theatre Area chooses Indigenous-authored/created plays and directors (such as *The Ghosting of Sumas Lake*). Within the first weeks of the course, we cover protocols and specific considerations (i.e. working with Indigenous productions, sustainable practices, mental health), so that even if the season does not include an Indigenous play, students are still learning about important protocols and ways to build healthy relationships with Indigenous partners. We have embedded this within the learning outcome "Describe specific considerations when working with Indigenous productions." In addition, the required text from Indigenous Protocols Dot Art (written by the Canadian Artists' Representation) about considerations of respect, communication, and sovereignty/control over work is an important framing for theatre students to start learning about. Students also read Kim Senklip Harvey's essay on land acknowledgment and inter-nation protocols.

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

Assignments follow holistic assessment practices including reflection journals about student's experiences. Production selection within the Theatre season includes plays that highlight various contemporary issues such as disability in *Richard III* and LGBTQ+ rights and identities in *The Laramie Project.* These choices help students to understand and celebrate a diversity of experiences.

By including an introduction to the terms and language used in technical theatre practice it removes barriers and sets students up for being able to successfully participate in the practicum.

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.

Due to the class supporting a theatre show in production as the backstage crew team, and working within space constraints and safety concerns, across both our Theatre facility which is a classroom turned blackbox, D105 and the limited adjacent areas for backstage crew, this class can accommodate a maximum of 15 students.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 199	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Technical Production **Course Short Title:** Intro to Technical Production	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Introduces students to what happens backstage in the theatre. Hands-on workshops provide students with the opportunity to learn about lighting, sound, scenic construction, costumes (including hair and makeup), props, and projections. Students participate in a small-scale production and are introduced to professional roles in the theatre, how theatre production is organized, and basic theatre safety. Each production represents a unique project in which students will be assigned specific production roles.

Prerequisites (or NONE):	Department permission. Note: As of January 2026, prerequisites will change to THEA 121 or THEA 123.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **THEA 199C-T**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	5
Supervised laboratory hours (shop)	10
Practicum	45
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

since this is a process-based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: Click here to enter text.**Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Describe the various roles and responsibilities involved in technical theatre production.
2. Define basic technical theatre terms.
3. Identify key components of theatre productions, including timelines and schedules.
4. Describe specific considerations when working with Indigenous productions and/or cultural protocols.
5. Identify the value of technical theatre in relation to the audience's experience of live performance.
6. Demonstrate safe work practices in technical theatre production.
7. Apply technical theatre skills related to the given production role.
8. Explain sustainable practices in technical theatre.

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

Assignments: 20%	Lab work: 20%	Practicum: 50%
Holistic Assessment 10%	%	%

Details:

Assignments: 10% production documents, 10% live performance review
Lab work: active engagement in lab assignments
Practicum: carrying out production roles)
Holistic assessment includes reciprocal reflection by student and instructor on participation in lab work and practicums. Student will submit written reflection journal as part of this assessment.

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.)*

Participation in backstage production process. Instructional methods vary depending on a student's role in the production. It may include production and design meetings, technical workshops, set and prop construction, costume construction, make-up workshops, stage lighting sessions, sound production sessions, safety workshops, rehearsals, and performances.

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	Gillette & Dionne	Technical Design and Production 9th Edition; McGraw Hill	2024
2.	Other	Carter & Chiang	Backstage Handbook 3rd Edition; Broadway Press	1994
3.	Other	Campbell	Technical Theatre for Non-Technical People, 3rd Edition; Allworth	2016
4.	Article	Canadian Artists' Representation	Indigenous Protocols dot Art	2021
5.				

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

Script for the show being produced (varies); Course pack including backstage job description, production etiquette guidelines, safety and security guidelines, student success guidelines; Course pack including design concepts and selected readings related to the play in production.

Varies depending on student's specific role in the production, but could include: "blacks" for backstage running crew; workshop clothing for set or prop construction and painting; sketchbook for construction plans; lighting, sound, and projection software and tools (provided).

Course Content and Topics

Foundations

- Production roles and expectations
- Communication expectations
- Protocols and specific considerations (i.e. working with Indigenous productions, sustainable practices, mental health)
- Language and technical theatre terms

Workshops (5-6 weeks)

- Costume
- Hair and Makeup
- Lighting
- Sound
- Projection
- Set & props
- Safety and security workshops

Production preparation (5-6 weeks)

- Attend rehearsals as needed
- Production meetings
- Set, props and costume construction
- Lighting, projection and sound installation

Performance run (2-3 weeks)

- Attend tech. week as required
- Participate in backstage operations during the performance run

Post-production

- Reflections on what was learned
- Recommendations for the future

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Oct 23, 2024

Subject: Proposal for revision of Performance History I: Antiquity to 1900, THEA 203/ENGL 203

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:

1. Rationale for change: Working from program review suggestions we are condensing our offerings in Performance History. We are combining the content covered in THEA 203 Performance History I and THEA 204 Performance History II to create one course (THEA 203 Performance History I) that covers material from antiquity to 1900. This will make our classes more viable while still covering a breadth of performance history. Texts and resource materials have been updated to reflect the longer time period covered by the course. We've included holistic assessment in our evaluation methods.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning outcome changes, though they have been edited for clarity and to keep to the 5-8 learning outcome requirement. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

N/A

4. Which program areas have been consulted about the change(s)? English, as this class is cross listed as ENG 233. English has approved the changes.

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

This course includes the study of Indigenous performance forms and oral history from Canada and from other Indigenous cultures from around the world. It includes Stó꞉lō, stories and oral history, mesoamerican performance and rituals (Maya, Aztec, Mexica, Olmec, Zapotec, and Toltec nations), and West African Griot performance traditions. It explores the ways theatre and performance were used as tools of colonization and as resistance with a focus on oral and embodied forms of knowing and history.

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

This course teaches about Spectacles of Otherness including blackface minstrelsy and “freakshows” which used performance to display people with physical differences and disabilities along with people of non-western ethnicities. Teaching about the history of inequity and the cultural and performance legacies that persist because of them is an important aspect of EDI. It helps to develop student's ability to contextualize the performances of culture they see today.

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

Praxis-based learning is a learning outcome of this course, which means that it requires a flexible classroom with foldable tables such as D104 or D119.

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

$100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2014
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 203	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Performance History I: Antiquity to 1900 **Course Short Title:** Performance History I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Examines how theatre and performance traditions developed in a global context, including Indigenous performance traditions, from antiquity to 1900. Plays and performance texts are analyzed in their cultural, historical, and literary contexts. Students apply script analysis, praxis-based learning activities, and research methodologies.

Note: Field trips outside of class time may be required.
Note: This course is offered as THEA 203 and ENGL 233. Students may take only one of these for credit.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **THEA 202**

Cross-listed with: **ENGL 233**

Equivalent course(s): **THEA 202, ENGL 233**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Analyze scripts and performance texts.
2. Examine a topic in performance history between antiquity and 1900.
3. Explain key developments in performance history from antiquity to 1900 including how different cultures preserve evidence of performances of the past (i.e. oral history, archaeological remains, textual records).
4. Recognize relationships between theatre and performance, and historical, social, cultural, and aesthetic contexts.
5. Apply historical theories of performance to theatrical examples.
6. Engage in praxis-based activities.

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

Final exam:	20%	Quizzes/tests:	20%	%
Assignments:	45%	Holistic assessment:	15%	%

Details:

Assignments will include a research project (i.e. articulate a question, identify relevant primary and secondary sources, evaluate source material, articulate a simple argument in writing following scholarly conventions); group presentations.
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis/applied activities.
Quizzes/tests typically include a written mid-term exam. Final exam is typically a creative final in-class exam.

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

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

Lectures, seminar discussions, student presentations, assignment workshops, praxis-based applied activities.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other		Course pack	
2.				

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

Course Pack: Euripides, *The Bacchae*; Aristotle, *Poetics* (exc.); Kalidasa, *Malavika and Agnimitra*; *Nāṭya Śāstra*; Schechner, "Rasaesethics;" *Sundiata: An Epic of Old Mali*; Ostashewski, "The Sunjata Story;" Zeami, *Lady Aoi*; Zeami, *On the Art of the Noh Drama* (exc.); Andrews, *The Commedia Dell'Arte of Flaminio Scala*; Shakespeare, *Macbeth*; *Rabinal Achí,* transl. Leinaweaver; Taylor, *The Archive and the Repertoire* (exc.); Sor Juana Ines de la Cruz, *Loa to the Divine Narcissus;* Stó:lō Research Centre, *The Sxwowxwiyam of T'xwelatse;* Wycherley, *The Country Wife*; Racine, *Phaedra*; Chikamatsu, *The Love Suicides at Sonezaki*; Büchner, *Woyzeck*; Ibsen, *A Doll's House*

Course Content and Topics

Oral performance
- Stó:lō oral history
- West African Griot performance
- Mesoamerican performance

Foundational performance forms
- Greek tragedy
- Sanskrit drama
- Noh theatre

Professionalization of Theatre
- Commedia dell'Arte
- Yuan drama
- Kabuki and Bunraku
- Elizabethan and Restoration drama
- Neoclassical drama

Theatre and Empire
- Sor Juana and postfeminism
- Spectacles of Otherness – minstrelsy, melodrama, and "freak shows"

Realism and Naturalism
- Romanticism
- Psychological realism
- Naturalism

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2014
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: ENGL 233	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Performance History I: Antiquity to 1900 **Course Short Title:** Performance History I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Official Course Outline:

This is a cross-listed course. Please refer to **THEA 203** for the official course outline.

Calendar Description:

Examines how theatre and performance traditions developed in a global context, including Indigenous performance traditions, from antiquity to 1900. Plays and performance texts are analyzed in their cultural, historical, and literary contexts. Students apply script analysis, praxis-based learning activities, and research methodologies.

Note: Field trips outside of class time may be required.

Note: This course is offered as THEA 203 and ENGL 233. Students may take only one of these for credit.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: **THEA 202** Cross-listed with: **THEA 203** Equivalent course(s): **THEA 202, THEA 203** *(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.)*	**Transfer Credit** *(See **bctransferguide.ca**.)* Transfer credit already exists: **Yes** Submit outline for (re)articulation: **Yes** *(If yes, fill in transfer credit form.)*

Department approval	**Date approved:**	June 4, 2024
Faculty Council approval	**Date approved:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director School of Creative Arts

Date:Oct. 28, 2024

Subject: Proposal for revision of Performance History II: 1900-Present, THEA 204/ENGL 204

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

x PLAR options, grading system, and/or evaluation methods

☐ Discontinuation of course

☐ Other – Please specify:

1.Rationale for change: Working from program review suggestions we are condensing our offerings in Performance History. We are combining the content covered in THEA 301 Theatrical Modernisms and THEA 302 Canadian Performance Histories in Performance History II which will cover theatre history from 1900-present. This will make our classes more viable while covering a breadth of performance history at the 200 level. Texts and resource material have been updated to reflect this change. We've included holistic assessment in our evaluation methods.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): Some learning outcomes have been adjusted to reflect the broader time period covered by the course but most mirror the current THEA 204 learning outcomes. Learning outcomes have been edited for clarity and to reduce the number.

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

No

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

ENG 234 is currently cross-listed with THEA 204 and we have consulted with English, and they approve the change.

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

This course includes the study of Indigenous theatre and performance history in Canada, highlighting the artistic, political, and social interventions of theatre and performance artists. This focus is contextualized by the influence of postcoloniality highlighting the global south and various Indigenous peoples' contributions to theatre and performance aesthetics. Holistic assessments are included.

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

Understanding theatre history in the context of nationalism, imperialism, and the so-called postcolonial period is critical to contextualizing theatre and performance history. This course considers performance-based social justice activism, theatre makers and institutions created for and by marginalized artists, and how performance is a place to work through, express, and challenge identity. It also celebrates the contribution and diversity of performance forms that exist outside (and in challenge to) the Western canon.

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

Praxis-based learning is a learning outcome of this course, which means that it requires a flexible classroom with foldable tables such as D104 or D119.

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

$100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2014
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 204	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Performance History II: 1900-Present **Course Short Title:** Performance History II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Examines how theatre and performance traditions developed in a global context between 1900 and the present. Focus includes modernism, postmodernism, and post-colonial influences, and Indigenous performance history in Canada. Plays and performance texts are analyzed in their cultural, historical, and literary contexts. Students apply script analysis, praxis-based learning activities, and research methodologies.

Note: Field trips outside of class time may be required.

Note: This course is offered as THEA 204 and ENGL 234. Students may take only one of these for credit.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with: **ENGL 234**

Equivalent course(s): **ENGL 234**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Analyze scripts and performance texts.
2. Examine a topic in performance history between 1900 and the present.
3. Explain how performances demonstrate key characteristics of modernism, postmodernism, and postcoloniality alongside broader theatrical innovations.
4. Describe the changing releationship between theatre and other forms of performance from 1900 to the present (i.e. dance, performance art, installation art, traditional cultural practices).
5. Apply historical theories of performance to theatrical examples.
6. Engage in praxis-based activities.

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

Final exam:	20%	Quizzes/tests:	20%		%
Assignments:	45%	Holistic assessment:	15%		%

Details:

Assignments will include a research project (i.e. articulate a question, identify relevant primary and secondary sources, evaluate source material, articulate a simple argument in writing following scholarly conventions); group presentations.
Quizzes/ tests typically include a written mid-term exam.
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis/applied activities.
Final exam typically a creative final in-class exam.

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

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

Lectures, seminar discussions, student presentations, assignment workshops, and praxis-based applied activities.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Salhi (ed.)	*Postmodern and Postcolonial Intersections*; Cambridge Scholars Publishing	2020
2.	Textbook	MacKenzie	*Indigenous Women's Theatre in Canada: A Mechanism of Decolonization*; Fernwood Publishing	2020
3.				
4.				
5.				

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

Course pack: Cramer & Grant, "Dada Performance;" Bermel, *Artaud's Theatre of Cruelty* (exc.); Bharucha, *Rehearsals of Revolution* (exc.), Beckett, *Waiting for Godot*, Williams, *Cat on a Hot Tin Roof*; Herbert, *Fortune and Men's Eyes*; Churchill, *Cloud 9*; Kushner, *Angels in America*; Hwang, *M. Butterfly*; Thompson, *White Biting Dog;* Clements, *Burning Vision;* Drew Hayden Taylor, *Cottagers and Indians.*

Course Content and Topics

Post-war aesthetics

- Dadaism
- Expressionism and Surrealism
- Political theatre
    - Epic Theatre
    - Theatre of Cruelty
    - Theatre of the Absurd

Western cannon

- Samuel Beckett
- Arthur Miller
- Tennessee Williams
- Tom Stoppard
- Tony Kushner
- Caryl Churchill

(Post)colonial confrontations
- Indian theatre
- Caribbean theatre
- African theatre

Indigenous Theatre in Canada
- Native Earth
- Indigenous playwrights
    - Tomson Highway
    - Marie Clements
    - Drew Haydon Taylor
    - Monique Mojica
    - Margo Kane

Canadian Theatre
- Regional and festival theatre
- Francophone theatre
- Institutions and the Canadian canon
    - John Herbert
    - Tarragon Theatre
    - Judith Thompson
    - Nightwood Theatre
    - Buddies in Bad Times
    - Obsidian Theatre Company
    - Fu-GEN Asian-Canadian Theatre Company
    - Neworld Theatre

ORIGINAL COURSE IMPLEMENTATION DATE: September 2014
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: ENGL 234	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Performance History II: 1900-Present **Course Short Title:** Performance History II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre
Official Course Outline: This is a cross-listed course. Please refer to **THEA 204** for the official course outline.	
Calendar Description: Examines how theatre and performance traditions developed in a global context between 1900 and the present. Focus includes modernism, postmodernism, and post-colonial influences, and Indigenous performance history in Canada. Plays and performance texts are analyzed in their cultural, historical, and literary contexts. Students apply script analysis, praxis-based learning activities, and research methodologies. Note: Field trips outside of class time may be required. Note: This course is offered as THEA 204 and ENGL 234. Students may take only one of these for credit.	
Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: Cross-listed with: **THEA 204** Equivalent course(s): **THEA 204** *(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.)*	**Transfer Credit** *(See bctransferguide.ca.)* Transfer credit already exists: **Yes** Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*

Department approval	**Date approved:**	June 4, 2024
Faculty Council approval	**Date approved:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 205: Performance Studies

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

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

☐ Six-year review

☐ Number and/or course code

☐ Credits and/or total hours

☒ Title

☒ Calendar description

☐ Prerequisites and/or co-requisites

☒ Frequency of course offering

☒ Learning outcomes

☒ Delivery methods and/or texts and resource materials

x PLAR options, grading system, and/or evaluation methods

☐ Discontinuation of course

☐ Other – Please specify:

1.Rationale for change: Working from program review suggestions we are updating the calendar description to better reflect what we do in the course and adjusting the learning outcomes slightly to reflect this. We have also updated the frequency, as we offer this course every year to meet degree requirements for both the Theatre B.A. and the Bachelor of Media Arts program. We've included holistic assessment in our evaluation methods.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): Some learning outcomes have been edited for clarity and some have been removed so that we meet the criteria of 5-8 learning outcomes.

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

N/A

4. Which program areas have been consulted about the change(s)? N/A

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

We devote a learning outcome to describing the various roles performance and performance practices play in Indigenous cultures, highlighting the risks and limitations of applying a performance studies frame to Indigenous cultural practices and oral histories. This is an effort to challenge colonial perceptions of Indigenous practices as merely entertainment and allows us to critique the harmful ways Indigeneity has been framed within performance, while also highlighting the ways Indigenous peoples use performance as resistance and/or resurgence.

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

Within the final unit of the course, students apply a performance studies lens to social and cultural practices such as gender, racialization, and protest. Deconstructing social and cultural practices is a challenge to conventional and sometimes harmful norms. BIPOC voices are highlighted in the texts and articles chosen for the course.

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

N/A

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

$100

ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 205	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Performance Studies **Course Short Title:** Performance Studies	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An introduction to the interdisciplinary field of performance studies, situating performance as both an object of study and a lens through which to view the world. Students engage in historical contextualization and performance analysis, while critically and creatively exploring the boundaries of what is/what can be termed performance.

Note: This course may involve field trips to see plays.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	20
Experiential (field trip)	5
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Define performance in two or more ways, drawing on the perspectives of different disciplines.
2. Apply performance theories to the analysis of a range of historical and contemporary cultural phenomena.
3. Describe the roles performance plays in Indigenous cultures, including the risks and limitations of applying performance studies frames to Indigenous cultural practices and oral histories.
4. Explain how performance forms fulfill a range of social, cultural, political, and artistic functions, with reference to diverse cultures and historical periods.
5. Examine a performance studies topic.
6. Demonstrate self-reflexivity and self-positioning in relation to course materials and own learning process.

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

Project:	30%	Assignments:	60%	Holistic assessment:	10%
	%		%		%

Details:

Assignments include reading responses, praxis-based activities, and performance analysis.
The project is a research project (i.e. articulate a question, identify relevant primary and secondary sources, evaluate source material, articulate a simple argument in writing following scholarly conventions); may include individual or group presentations.
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis/applied activities.

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, class and small-group discussions, seminars, practice-based workshops, and field trips.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Levin & Schweitzer	Performance Studies in Canada	2017
2.	Textbook	Carlson	Performance: A Critical Introduction; Routledge	2017
3.	Article	Carter, Recollet & Robinson	"Interventions Into the Maw of Old World Hunger: Frog Monsters, Kinstellatory Maps, and Radical Relationalities in a Project of Reworlding" in Canadian Performance Histories and Historiographies	2017
4.				

Course Content and Topics

Overview of the field of performance studies
- Jackson
- Kirshenblatt-Gimblett

Foundational Ideas
- Austin
- Butler
- Parker
- Kosofsky-Sedgwick
- Goffman and Geertz

Anthropological and ethnographic approaches
- Turner
- Schechner
- Fabian

Performance in Indigenous contexts
- Robinson
- Carter
- Bhabha

Social performance
- Protest
- Sport and medicine
- Racialization and gender
- Social media and technology

Memo for New Course

To: CACC, UEC

From: Shelley Liebembuk, Director School of Creative Arts

Date: Oct. 24, 2024

Subject: Proposal for new course THEA 209 Popular Theatre

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

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

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

Working from program review recommendations we are developing a course that allows infrequent but popular courses to continue to exist (i.e. Theatre for Young Audiences and Musical Theatre) and to respond to student interest and demand (Theatre in Education). We propose this as a lower-level special topics as we anticipate that the course will draw interest from both program students and students from a range of disciplines.

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):

Through this course students learn about the historical, social, contextual, and aesthetic history of the topic of study through active, applied learning, praxis (blending theory and practice), and creative engagement with the material to evidence learning. This resonates with the following program learning outcomes:

- "Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work"
- "Share research findings effectively across a range of outputs"
- "Generate creative projects that integrate theoretical frameworks"

These aspects of the course align with ILO #2, Analyze critically and imaginatively which encourages students to be "creative and generative" in their "examination of ideas, issues, and problems" as they analyze material and use established theoretical frameworks.

Through group-based projects, students also meet the program learning outcome of "engag[ing] professionally in creative arts collaborations" which reflects ILO 7, Engage in collaborative leadership, and ILO 8, Engage in respectful and professional practices. Theatre is a discipline that requires collaboration and strong communication across differences, skill sets, and creative ideas (which contributes to ILO 5 Communicate Effectively).

Reflective practice, which is an essential element of the course learning outcome 7 (Demonstrate self-reflexivity and intellectual curiosity in relation to course material) is closely connected with ILO 6 Pursue self-motivated and self-reflective learning.

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

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

The course has a learning outcome that emphasizes Indigenous approaches to any of the topics that could be covered in THEA 209: "Describe key concepts and perspectives along with Indigenous approaches to the course topic." This directly works towards Indigenizing the course and perspectives included. Indigenous resource materials such as plays, performances, and artist interviews will be used.

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

The course includes an analysis of social, political, and cultural issues related to the course topic, as reflected in the following learning outcomes:

- Analyze historical, social, and cultural contexts of the performance practice or topic using relevant theoretical frameworks;
- Describe key concepts and perspectives along with Indigenous approaches to the course topic

For example, with the topic of Theatre for Young Audiences, material and topics covered include LGBTQ+ representation, (im)migration, and intersecting identities. Students will see how TYA playwrights and creators give voice to issues that impact young people today, many of which are EDI-focused. Some of the performance texts are created, written, and/or devised by young people. This course exposes students to diverse perspectives to build empathy and understanding, which is a principle of EDI.

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

There is a praxis-based, creation component to the course which means that for safety reasons the class will need to be capped at 24. It will also require being booked into a flexible classroom with folding tables such as D104, D119, or D105.

9. Estimate of the typical costs for this course, including textbooks and other materials: $100

CWC comment and response:

- Does this need to be a special topics course? Could this be offered as a regular course with themes?
  We want to ensure that students can repeat the course for credit under different topic/ theme, as this class is a broad elective. Our understanding was that, to offer the course under different letter designations (e.g. C-Z) to allow for repeat credit, we had to designate it as a special topics course.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 209	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Popular Theatre **Course Short Title:** Popular Theatre	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Topics covered will vary and may include theatre for young audiences, musical theatre, or theatre in education. Students will explore the contextual and theoretical frameworks for understanding the topic, across socio-political, cultural, and ethical considerations, including Indigenous approaches and perspectives on course themes.

Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics and may be repeated for credit provided the letter designation differs.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	25
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **Yes**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every three years**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Identify historical, social, and cultural contexts of the performance practice or topic using relevant theoretical frameworks.
2. Describe key concepts and perspectives along with Indigenous approaches to the course topic.
3. Employ praxis-based methods to explore material and investigate research questions.
4. Communicate arguments orally and in writing, demonstrating fluency with scholarly voice and conventions.
5. Apply performance studies research methods (i.e., performance analysis, textual analysis, close reading, archival analysis).
6. Demonstrate self-reflexivity and intellectual curiosity in relation to the course material.

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

Assignments:	45%	Project:	40%	Holistic assessment:	15%
	%		%		%

Details:

Assignments include written responses, case studies, performance analyses, in-class presentations.
Project is a research project on a selected topic, and can take the form of a written essay or an applied/creative project (including a concept statement, presentation, post-presentation assessment).
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis/applied activities.

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

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

Lecture, seminar discussion, audio-visual materials, guest speakers, praxis-based activities, applied learning exercises.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Sharma (ed.)	Drama and Theatre with Children: International perspectives; Routledge	2017
2.	Textbook	Washburn, Peters, & Costello	*Frozen River (nîkwatin sîpiy);* Playwrights Canada Press	2021
3.	Textbook	Tsitsias & Baig	*This is Beyond*; Playwrights Canada Press	2021
4.	Textbook	Taddei	*Duecentomila;* Playwrights Canada Press	2022
5.	Textbook	Ho	*Iphigenia and the Furies (On Taurian Land) & Antigone: 方*; Playwrights Canada Press	2022

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

Course texts, plays, and performances are dependent on the topic being studied. The above texts are resource materials for the topic Theatre for Young Audiences.

Course Content and Topics

Sample topic: Theatre for Young Audiences

Introduction to Theatre for Young Audiences
- Historical overview of TYA
- Discussion of social and cultural contexts shaping TYA practices

Theoretical Frameworks in TYA
- Key theoretical perspectives in TYA
- Ethical and aesthetic considerations
- Analysis of production

Themes and perspectives
- Indigenous TYA and *Frozen River (nîkwatin sîpiy)*
- LGBTQ+ representation in *This is Beyond*
- (Im)migration and intersectionality in *Duecentomila*
- Intersecting identities in *Iphigenia and the Furies (On Taurian Land) & Antigone: 方*

Creation workshop
- Praxis-based explorations
- Adapting sources
- Devising for and with young audiences
- Peer feedback and iterating

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 211 Intermediate Acting: Scene Study

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

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

2. Rationale for change: Updating the course for the six-year review and editing the calendar description to give students more information about what happens in the course. We are re-titling all courses in the Acting Ladder to be more streamlined. The 200-level acting courses will be titled Intermediate Acting (preceded by Acting Fundamentals and followed by Advanced Acting). We've included holistic assessment in our evaluation methods.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning outcome changes. They have been edited to adhere to the 8 LO max. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

The course embeds Indigenous perspectives and techniques to performance texts through the learning outcome "Execute script analysis, using various approaches, drawn from Western and Indigenous relations to performance text." This allows for more breadth of perspective on approaching a script or performance, validating Indigenous ways of knowing, being, and performing. The course text *Stages of Reckoning: Antiracist and Decolonial Actor Training* (2022) edited by Amy Mihyang Ginther offers techniques and tools for a decolonized approach to acting. Chapters and topics include "Representation Matters: the Why and How of Decolonizing Stanislavski Actor Training" by Alison Nicole Vasquez, "Empowering the Somatically Othered Actor through Multilingual Improvisation in Training" by Kristine Landon-Smith and Chris Hay, and "The possibilities of Paradox: Decolonial Shakespeare process in Practice" by Amy Mihyang Ginther. This supports UFV's institutional commitment to decolonization and Indigenization of courses.

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

A recommended text for the course is *Breaking It Down: Audition Techniques for Actors of the Global Majority* (2021). In it, authors Nicole Hodges Persley and Monica White Ndounou offer an intersectional approach to auditioning but also skills and techniques of character and script analysis. Focused on BIPOC actors, their goal is to offer methods that support and affirm the whole of an actor's identity as they undertake a role. It centres the voices and perspectives of actor trainers of colour along with their pedagogies and approaches to voice, text work, consent practices, and movement. They challenge the dominant cultural standards of the entertainment industry, and sharing this with students allows us to work in a more diverse and inclusive way. We see the inclusion of these ideas and techniques as working toward the EDI goals of the institution.

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

The size of the class is limited to 24 due to space and safety constraints.

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

$100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 211	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Acting: Scene Study **Course Short Title:** Intmd Acting: Scene Study	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Students work with contemporary and classical scripts, learning how to apply social and psychological relationships in creating characters, develop strong tactics in pursuit of character goals, and respond with immediacy and presence to actors in performance.

Note: This course may involve field trips to see plays.

Prerequisites (or NONE):	THEA 112.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Analyze contemporary and classical dramatic texts from an actor's perspective.
2. Execute script analysis using various approaches drawn from Western and Indigenous relations to performance text.
3. Conduct research to determine the values, experiences, and circumstances relevant to developing character.
4. Implement a range of acting tactics to develop a complex character.
5. Apply vocal and physical techniques to embody a complex character.
6. Respond with immediacy and presence to the actions and behaviours of other actors when performing.
7. Collaborate effectively with peers to prepare and perform scenes and scenarios.
8. Integrate critique from self, peers, and instructor to refine performances.

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

Assignments:	80%	Holistic assessment:	20%		%
	%		%		%

Details:

Assignments include performances of a contemporary scene and classical scene, script analyses, and character research.

Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class exercises.

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

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

Individual and group exercises, improvisation, scene-work, classical monologue preparation, class presentations, critique and discussion, field observation and study, attendance and analysis of theatre performances.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Cohen	Acting Power: The 21st Century Edition	1987
2.	Other	Caldarone, M.	Actions: The Actor's Thesaurus	2012
3.	Other	Luckett & Schaffer (Eds.)	*Black Acting Methods: Critical Approaches*; Routledge	2017
4.	Other	Persley & Ndounou	*Breaking It Down: Audition Techniques for Actors of the Global Majority*; Roman & Littlefield Publishers	2021
5.	Textbook	Ginther (Ed.)	*Stages of Reckoning: Antiracist and Decolonial Actor Training;* Routledge	2022

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

Exercise mat, water bottle, and loose-fitting clothing required for classes.

Course Content and Topics

Contemporary scene

- Script analysis
  - Given circumstances
  - Character objectives
  - Goals and obstacles
  - Non-western approaches
- Acting tactics
- Acting as reacting

Classical scene

- Working with classical text
  - Know what you are saying
  - Translate key ideas
  - Identity of self and classical texts (decolonizing the classical canon)
- Rhythm and tempo: scantion, emphasis
- Script analysis
- Acting tactics
- Acting as reacting

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 215 Intermediate Acting: Voice and Body

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:

1.Rationale for change: Updating the course for the six-year review and editing the calendar description to give students more information about what happens in the course. We are re-titling all courses in the Acting Ladder to be more streamlined. The 200-level acting courses will be titled Intermediate Acting (preceded by Acting Fundamentals and followed by Advanced Acting). We've included holistic assessment in our evaluation methods.

2.If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning outcome changes. They have been edited for clarity and to adhere to the 8 LO max. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

4. Which program areas have been consulted about the change(s)? N/A

5. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

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

We embed a commitment to Indigenization into the learning outcome "Explore non-Western approaches to voice (i.e. Indigenous approaches, Asian techniques)" which offers students a wider range of perspectives on voice and bodywork. Scripts that are analyzed (learning outcome 7) can include Indigenous-authored plays that expose students to Indigenous playwrights and the themes they write about.

Additionally, the course text *Stages of Reckoning: Antiracist and Decolonial Actor Training* (2022) edited by Amy Mihyang Ginther offers techniques and tools for a decolonized approach to vocal training through Alison Nicole Vasquez's chapter, "Empowering the somatically othered Actor through Multilingual Improvisation in Training." This supports UFV's institutional commitment to decolonization and Indigenization of courses.

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

The course content and topics include a section on the cultural context of voice work, which includes understanding how techniques can "whitewash" voices. To counter this the course focuses on students exploring and understanding how their unique bodies and voices work, and developing freedom in their vocalization. This approach to helping students get in touch with their authentic voice.
The course also includes the text *Breaking It Down: Audition Techniques for Actors of the Global Majority* (2021), by Nicole Hodges Persley and Monica White Ndounou. It focuses on an intersectional approach to actor training, along with methods and approaches to voice and text work. Specific perspectives and techniques include the following chapters: Alicia Richardson's "I'mma do me: code-switch resistance as collective liberation in voice and speech classes;" Budi Miller's "Whose body is dis: *taksu*, *ase*, Black queer intersections, and the awakening of the actor's spiritual practice," and Sayda Trujillo's "Nepantla: lingering in-between to embody our voice."

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

The size of the class is limited to 24 due to space and safety constraints.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Are the sub-bullets in the course content section necessary? Pre-Check suggests removing these and including on the course syllabus.
  We feel it is helpful to specify the sub-bullets here, as there is a wide range of what a course on this topic could include, and having this information on the course outline will clarify expectations for students and instructors.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 215	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Acting: Voice and Body **Course Short Title:** Intmd Acting: Voice & Body	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An exploration of the techniques and physicality of voice work. Through independent and group practices, students explore a responsive and expressive voice, develop somatic awareness of their unique, individual relationships to the mechanics of voicing, and practice supporting uninhibited vocal expression for performance.

Prerequisites (or NONE):	THEA 112.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Practice a range of exercises and techniques to enhance vocal and physical expressivity, integrating breath, impulse, and intention.
2. Engage mental and physical self-awareness to explore how the body moves and generates sound.
3. Employ physical, social, and emotional awareness to make precise and meaningful performance choices.
4. Explore non-Western approaches to voice (i.e. Indigenous approaches, Asian techniques).
5. Apply a range of vocal techniques to enhance audience engagement (i.e. dialect and accent, voice acting techniques, authentic voice).
6. Use constructive critique from self, peers, and instructor to refine performances.
7. Analyze a variety of scripts (i.e. contemporary, classical, voice acting, radio drama) for vocal and physical choices that create dynamic expression.
8. Collaborate effectively as part of an ensemble to create performances focused on vocal and physical expression.

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

Quizzes/tests:	30%	Assignments:	55%	Holistic assessment:	15%
	%		%		%

Details:

Assignments include anatomy quizzes, solo performance, group performance, script analysis, engagement with class exercises and activities.
Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class exercises.

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

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

Presentations, demonstrations, physical and vocal exercises.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Gutekunst & Gillett	Voice Into Acting: Integrating Voice and the Stanislavsky Approach; Bloomsbury Methuen Drama	2014
2.	Textbook	Linklater, K.	Freeing the Natural Voice, 2nd Ed.	2012
3.	Textbook	Calais-Germain, B.	Anatomy of Breathing	2008
4.	Textbook	Persley & Ndounou	*Breaking It Down: Audition Techniques for Actors of the Global Majority*; Roman & Littlefield Publishers	2021
5.	Textbook	Ginther (Ed.)	*Stages of Reckoning: Antiracist and Decolonial Actor Training;* Routledge	2022

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

Course-pack or handouts of selected prose, poems, monologues and scenes for vocal practice and performance
Exercise mat, water bottle, and loose-fitting clothing required for classes. Students may need to find costumes, props, etc for projects..

Course Content and Topics

Introduction to voice and body

- Centering and alignment of the body
- Introduction to somatic approach
- Breath mechanics and anatomy
- Interoception and inner awareness of impulse and sensation

Foundations of the breath

- Breath, grounding, and presence
- Exploring vowels and consonants
- Sound and movement integration
- Cultural context in voice work

Breath support and flexibility

- Breath support techniques

- Flexibility in voice and body
- Authentic voice exploration
- Alignment and axial extension for sustained exhalation and open sound

Opening the breath and owning your voice
- Techniques for opening the breath
- Freeing the voice and owning your voice
- Character work and overcoming habits
- Script analysis for vocalization

Resonators and articulators
- Exploration of vocal resonators
- Resonator exercises to enhance vocal quality
- Articulation structures and exercises to enhance articulation
- Techniques for effective vocal warm-up

Pitch range and performance
- Pitch range: meaning, melody, and timbre
- Insults and battle cries
- Exploring identity in performance

Integrating the voice and body
- Integrating physical alignment, flexibility, breath, and voice
- Shaping open sound and pitch range
- Vocal freedom and physicality

Text work and vocal momentum
- Working with text: rhythm, inflection, prosody, operative words, emphasis, and drive
- Techniques for working on rhythm and creating vocal momentum
- Punctuation and breath control
- Working with text: vowel pitch, mood, and feeling tone

Presence work and performance
- Presence, grounding, openness
- Your own authentic voice

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 220 Stage 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:

1.Rationale for change: Updating the course for the six-year review and editing the title, calendar description and learning outcomes to give students more clear information about what happens in the course. Learning outcomes have been reduced to adhere to the 8 LO maximum. Required texts have been edited. The prerequisites have been updated to ensure students have some Theatre course background, to allow them to be successful in this class. We've included holistic assessment in our evaluation methods.

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

No substantial changes. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

4. Which program areas have been consulted about the change(s)? N/A

5. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

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

This course emphasizes the important responsibilities stage and production managers have when working with Indigenous productions. This is reflected in learning outcome 3: "Explain the roles and responsibilities of the production manager, stage manager and assistant stage managers in professional production contexts (including special considerations when working with Indigenous productions, and procedures for ensuring safety and managing risks for productions that may have heightened safety concerns)." Paired with this focus is the resource material created by the Canadian Artists' Representation, titled "Indigenous Protocols dot Art." This material discusses considerations of respect, communication, and sovereignty in the sense of control over work, which equips students to understand how to develop better working relationships with Indigenous productions.

The course also highlights safety considerations including considering the audience and performers physical, mental, emotional, and spiritual safety. This opens discussions about when the production may need support from Elders, or safe and culturally appropriate spaces for audience members if they are triggered by themes or images in a production.

These elements speak to the practicalities of reconciliation and help to ensure that our students are approaching stage management from a more decolonial perspective.

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

The course considers the role of stage and production managers in considering the risks and safety of cast and crew when working on productions that have heightened safety concerns. For example, productions such as Kaufman's *The Laramie Project*, a verbatim play based on a true story that highlights an anti-gay hate crime in Wyoming, sometimes generate protests and threats to the cast and crew. Teaching our students how to anticipate the possibility of safety concerns is critical so that they can participate in productions about very important topics such as LGBTQ+ rights, anti-racism, and women's rights, in responsible ways.

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

   As this stage management class takes place in our classroom-turned-Blackbox theatre (D105), due to space constraints and health and safety concerns the class size must be kept at 24.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Are the sub-bullets in the course content section necessary? Pre-Check suggests removing these and including on the course syllabus.
  We defer to UEC, but we do find that having this information having this information on the course outline may clarify expectations for students.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 220	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Stage Management **Course Short Title:** Stage Management	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Introducing the skills and knowledge required for effective stage management in collaborative arts projects, with a focus on live production events. Students develop organizational and communication skills necessary to support creative teams and manage the production process, through practical exercises. Emphasis is placed on the roles and responsibilities of stage managers, production managers, and assistant stage managers.

Prerequisites (or NONE):	One of THEA 121, THEA 123, 9 lower-level credits of THEA, or 30 university-level credits. Note: As of January 2026, prerequisites will change to one of THEA 121, THEA 123, or 9 lower-level credits of THEA.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	15
Supervised laboratory hours (shop)	30
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every three years**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Outline the organizational structures of a range of performing arts companies and production teams (i.e. non-profit companies, regional theatres, large commercial houses).
2. Differentiate the roles, responsibilities and relationships of all creative and technical team members in performing arts projects.
3. Explain the roles and responsibilities of the production manager, stage manager and assistant stage managers in professional production contexts (including special considerations when working with Indigenous productions, and procedures for ensuring safety and managing risks for productions that may have heightened safety concerns).
4. Apply the fundamental skills and techniques of stage management from pre-production planning and auditions, through rehearsals and performances, to post-production.
5. Organize people and tasks to support an effective and efficient collaborative process.
6. Communicate information in clear, timely, and precise ways to various personnel across multiple production departments (including safe practices in theatre according to Actsafe production guidelines).
7. Model standard practices of theatre etiquette and production teamwork.
8. Respond effectively to problems, resolve conflicts, and handle emergencies through the use of sound critical reasoning and judgment.

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

Assignments:	90%	Holistic assessment:	10%		%
	%		%		%

Details:

Assignments include production analysis, blocking assignment, rehearsal report assignment, cue calling assignment, prompt book, stage management paper.

Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class exercises.

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

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

Lecture, discussion, practical exercises, production lab projects, guest speakers.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Fazio	*Stage Manager: The Professional Experience.* Burlington, MA: Focal Press	2000
2.	Textbook	Kelly	*The Backstage Guide to Stage Management*. 3rd Edition. New York: Random House	2009
3.	Textbook	Morgan	*Stage Managing the Arts in Canada*. Toronto: SM Arts	2002
4.	Textbook	Kincman	*The Stage Manager's Toolkit.* 3rd Edition; New York: Routledge	2021
5.	Textbook	Canadian Artists' Representation	Indigenous Protocols dot Art	2021

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

Canadian Equity Association Documents as they are updated and revised. This includes: *D.O.T Multidisciplinary Policy for Dance-Opera-Theatre, Independent Theatre Agreement, Artists Collective Policy, The Member Guide to Creating a Community Agreement,* and *The Equity Guide to Respectful Workplaces.*

Selected plays

Course Content and Topics

Managing collaborative projects
- Understanding collaborative creative processes and the role of production and stage management

Production organization
- Performing arts organizational structures: non-profits, regional companies, commercial houses, festivals

The creative team
- Working with directors, designers, and performers

Managing teams
- Project organization
- Team-building
- Understanding needs
- Supporting creative collaboration
- Special considerations (i.e., Indigenous productions)
- Risk and safety (physical, mental, emotional, and spiritual)

Pre-production
- Research, planning, and organization
- Auditions and casting

Rehearsals
- Rehearsal rules and etiquette
- Production team, production meetings, and lines of communication
- Equity guidelines and professional practice

Managing rehearsals i
- Prompt book organization
- Blocking notation
- Production notes
- Rehearsal costumes, props, and set

Managing rehearsals ii
- Prompting
- Costume, props, and set plots
- Rehearsal cues and timing
- Technical and dress rehearsal preparation
- Paper tech
- Costume parade
- Hang and focus
- Light and sound cuing
- Dry tech

Technical and dress rehearsals
- Integrating technical crew and performers
- Performance checklist
- Cast and crew calls
- Headset communication
- Problem-solving

Performances
- Pre-show checklists and procedures
- Front of house procedures
- Audience safety (physical, mental, emotional, and spiritual)
- Emergency procedures
- Backstage etiquette
- Calling the show

Performances and post-production
- Maintaining the show
- Performance reports
- Closing procedures
- Set strike
- Post-production procedures and reports

Building a career
- Professional arts management

Note: Practical exercises (or,'production labs') will be organized as student-directed learning projects. Students will work together in small groups to develop scenes and/or scenarios designed to demonstrate best practices in managing conflict, maintaining theatre etiquette, supporting creative artists, responding to emergencies, etc.

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 250/ENGL 253 Storytelling

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:

1. Rationale for change: Updating the course for the six-year review and editing the calendar description and learning outcomes to give students more information about what happens in the course. The frequency has been updated as we offer this course every year. Resource material has been updated to reflect what is taught. The title has been shortened for brevity/ easier title recognition for students. We've included holistic assessment in our evaluation methods.

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

The first course learning outcome which involves explaining the characteristics and the social and cultural roles of storytelling in Indigenous and non-Indigenous communities, enhances students' awareness of multiple perspectives, directly supporting PLO 1 ("Apply critical, creative, and contextual thinking, and awareness of multiple perspectives, to their own and others' work") by fostering critical and contextual thinking. It also aligns with ILO 2 *Examine Critically and Holistically* and also with ILO 5 *Engage with Indigenous Knowledge Systems*.

Similarly, learning outcome 2, "Describe the cultural protocols, historical role, and key characteristics of storytelling in Coast Salish and neighbouring cultures" enhances students' understanding of specific cultural practices. This supports PLO 1 ("Apply critical, creative, and contextual thinking, and awareness

of multiple perspectives, to their own and others' work"). This knowledge also supports PLO 8 ("Apply theatre and creative arts methodologies to community-based projects that promote social justice"). It also directly aligns with ILO 5, *Engage with Indigenous Knowledge Systems*

Learning outcome 3, "Discuss social and ethical concerns (i.e. voice, authenticity, self-positioning, orature, appropriation, and colonization) in relation to storytelling," supports PLO 1 by promoting critical thinking. It also reinforces PLO 8's focus on social justice in theatre. Learning outcome 3 also aligns with ILO 7 *Advocate for Equity, Diversity, and Inclusion* by highlighting ethical considerations, and ILO 2 *Examine Critically and Holistically*.

Learning outcome 4, "Outline a range of contemporary critical approaches to storytelling" provides theoretical frameworks to support PLO 3 ("Generate creative projects that integrate theoretical frameworks"). This outcome also aligns with ILO 2 *Examine Critically and Holistically*.

Analyzing storytelling and narrative techniques in oral and written stories, as outlined in learning outcome 5 supports PLO 1, "Apply critical, creative, and contextual thinking, and awareness of multiple perspectives, to their own and others' work." This outcome aligns with ILO 1 *Apply Knowledge and Competencies Proficiently*, demonstrating proficiency in applying analytical skills.

Learning outcome 6 which involves reflecting on one's own positionality in relation to place, enhances critical reflection and contextual thinking (PLO 1) and supports community-based methodologies (PLO 8). It also aligns with ILO 8, *Engage in Reflection for Action*.

Creating performances based on personal or community stories, as described in learning outcome 7, directly supports PLO 3 ("Generate creative projects that integrate theoretical frameworks"), PLO 4 ("Engage professionally in creative arts collaborations"), and PLO 8 ("Apply theatre and creative arts methodologies to community-based projects that promote social justice"). By fostering creative expression for individuals and communities and sharing these stories out, this outcome aligns with ILO 6 (*Contribute Locally and Globally)*.

Learning outcome 8 which focuses on effective and respectful communication, supports PLO 2 ("Share research findings effectively across a range of outputs") and PLO 4 ("Engage professionally in creative arts collaborations") by ensuring effective dissemination of research and respectful communication practices. This outcome aligns with ILO 3 *Communicate Effectively*, promoting effective communication across various mediums, and ILO 7, ensuring respectful communication that supports equity, diversity, and inclusion.

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

This course is a core requirement of the Media Arts program. The change clarifies the class and remains in line with the reason this class is a core requirement of the Media Arts program.

4. Which program areas have been consulted about the change(s)? Media Arts, English

5. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

This course contributes to Indigenizing UFV in multiple ways.

The texts it uses directly engage with issues of residential school survivors and the intergenerational consequences (Kevin Loring's "Where the Blood Mixes" and Helen Haig-Brown's "My Legacy"), Indigenous oral history (Brucce Miller's "Oral History on Trial: Recognizing Aboriginal Narratives in Court"), as well as protocols and practices of Indigenous collaborative authorship (Sophie McCall's "First Person Plural: Aboriginal Storytelling and the Ethics of Collaborative Authorship").

Course topics include Stó:lō stories, Indigenous storytelling practices of the Pacific Northwest, and Oral histories/oral testimony and the legal system. It also looks at the impacts of colonialism and decolonization on the stories we tell. The course focuses on community stories and social justice, considering ethics and issues of authenticity, positionality, and appropriation. We ground ourselves in place-based storytelling practices, taking guidance from Indigenous storytelling practices.

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

There are multiple styles of assignments for students to complete, including written and oral forms of communication, reflections, and engagement with praxis-based activities. This provides greater access and options for students to evidence learning. Topics chosen deeply engage with systemic injustices that impact storytelling which offer students a framework to understand the world within an EDI lens and consider the connections between social justice and storytelling.

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

   Due to space constraints and safety concerns in praxis-based courses, the class size must be kept at 24.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- This is a significant title change (from "Introduction to Storytelling in Indigenous, Theatrical, and Global Communities" to "Storytelling"), and seems to lose the context in which the storytelling occurs.
  The original title was likewise broad in noting three huge categories at once. We feel this is an important edit, and we've ensured the breadth is there in our learning outcomes.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2010
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 250	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Storytelling **Course Short Title:** Storytelling	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Introduces students to storytelling by exploring the relationship between community, (auto)biography, and performance. Students will be introduced to storytelling processes and techniques along with roles and protocols within different forms of storytelling. The socio-cultural context of storytelling is emphasized along with Stó:lō stories and Indigenous oral histories.

Note: This course may include field trips outside of class time.
Note: This course is offered as THEA 250 and ENGL 253. Students may take only one of these for credit.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with: **ENGL 253**

Equivalent course(s): **ENGL 253**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Explain the characteristics and the social and cultural roles that storytelling plays in Indigenous and non-Indigenous communities.
2. Describe the cultural protocols, historical role, and key characteristics of storytelling in Coast Salish and neighbouring cultures.
3. Discuss social and ethical concerns (i.e. voice, authenticity, self-positioning, orature, appropriation, and colonization) in relation to storytelling.
4. Outline a range of contemporary critical approaches to storytelling.
5. Analyze the storytelling and narrative techniques employed in oral and written stories.
6. Reflect on one's own positionality in relation to place and in conversation with place.
7. Create performances based on personal or community stories.
8. Communicate effectively and respectfully (i.e. in writing, orally, and through non-verbal communication).

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

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

Details:

Assignments include narrative essay, reflections, story presentations. Holistic assessment includes reciprocal reflection by students and instructor on active engagement in praxis-based exercises. Project involves generating a story, with the option to present it as a performance or through another medium.

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, class discussion, workshops, guest speakers, student performances, presentations, field trip.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Loring	Where the Blood Mixes; Talon	2009
2.	Other	Carolan (ed.)	Down in the Valley; Ekstasis Editions	2004
3.	Other	Miller	Oral History on Trial (exc.); UBC Press	2012
4.	Video	Haig-Brown	My Legacy	2014
5.	Other	McCall, S.	First Person Plural: Aboriginal Storytelling and the Ethics of Collaborative Authorship; UBC Press	2012

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

An exercise mat, water bottle, and activewear suitable for warm-up exercise may be required.

Course Content and Topics

To tell a story
- The role of stories in our lives
- Beliefs about stories
- Storytelling protocols
- Impacts of colonialism and decolonization on the stories we tell

Indigenous stories and oral histories
- Stó:lō stories
- Indigenous storytelling practices of the Pacific Northwest
- Oral histories/oral testimony and the legal system

Community stories and social justice
- Ethics and authenticity
- Positionality and appropriation
- (Auto)biography
- Community stories

Storytelling practices
- Storytelling techniques and methods
- Place-based storytelling practices
- Site-specific story
- Multimedia storytelling
- Performance of our personal stories

ORIGINAL COURSE IMPLEMENTATION DATE: January 2010
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: ENGL 253	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Storytelling **Course Short Title:** Storytelling	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre
Official Course Outline: This is a cross-listed course. Please refer to **THEA 250** for the official course outline.	
Calendar Description: Introduces students to storytelling by exploring the relationship between community, (auto)biography, and performance. Students will be introduced to storytelling processes and techniques along with roles and protocols within different forms of storytelling. The socio-cultural context of storytelling is emphasized along with Stó:lō stories and Indigenous oral histories. Note: This course may include field trips outside of class time. Note: This course is offered as THEA 250 and ENGL 253. Students may take only one of these for credit.	
Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: Cross-listed with: **THEA 250** Equivalent course(s): **THEA 250** *(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.)*	**Transfer Credit** *(See bctransferguide.ca.)* Transfer credit already exists: **Yes** Submit outline for (re)articulation: **Yes** *(If yes, fill in transfer credit form.)*

Department approval	**Date approved:**	June 4, 2024
Faculty Council approval	**Date approved:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 290 Acting Practicum

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

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

2. Rationale for change: Updating the course for the six-year review. This will no longer be a special topics course and will not be lettered, but can be repeated up to three times for credit.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No changes to learning outcome aside from changing bullets to numbers

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

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

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

The Theatre Area has committed to include plays written by BIPOC playwrights in our rotating production season, whenever possible. Holistic assessment is emphasized, as is relationship-building. This practicum course also embodies the following Strategic Imperatives:

- Foster interdisciplinary and integrated forms of engagement
- Emphasize active and experiential forms of learning
- Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members

Students work and collaborate closely with various production departments (i.e. stage managers, costume department, voice and movement coaches, etc.). The practicum is experiential and applied learning as students move through the production process. They are mentored by faculty directors who often incorporate their creative/research practice into their directing.

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

This course is a way for students to still be involved in a theatre production if finances are a barrier because it is only one credit. This allows students from a range of socio-economic situations to be included. We have also structured the rehearsal schedule to enable students who work, or who have caretaking responsibilities to participate more easily (i.e. scheduling rehearsals during business hours, not rehearsing on evenings or weekends).

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

The size of our Blackbox theatre classroom and the fact that there are no dressing rooms means that the class size limit has to be 10 (space constraints and safety concerns).

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

$100

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 290	**Number of Credits:** 1 Course credit policy (105)
Course Full Title: Acting Practicum **Course Short Title:** Acting Practicum	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

This practicum allows students to develop acting experience by performing in a production as part of the UFV Theatre season.

Note: Students may take this course for credit up to three times.

Prerequisites (or NONE):	Department permission; audition required.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Practicum	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 10**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

since this is a process-based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Perform the acting role for which they are cast.
2. Revise performance based on director/instructor feedback and self-reflection.
3. Behave professionally and respectfully (e.g. arrive for rehearsals on time and prepared, conduct self appropriately during rehearsals, treat staff and other students with respect).
4. Communicate clearly, in oral and written contexts.
5. Contribute effectively to an ensemble team.
6. Participate in set strike.
7. Follow proper safety and security procedures for live theatre production.

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

Practicum:	70%	Assignments:	%	Holistic assessment:	30%
	%		%		%

Details:

Holistic assessment includes reciprocal reflection by students and instructor on active engagement in their practicum, across . demonstration of professionalism, respect, and teamwork. To support this assessment, the student will keep a rehearsal journal and the instructor will keep track of attendance and behaviour at all required rehearsals, workshops, performances, and set strike.

R

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

Rehearsal and performance process; attend workshops for voice, dance, singing, fight choreography, etc; attend all costume fittings and costume parade; safety workshops and fire drills; audience talk-back sessions; etc.

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

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

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

Script for the show being produced.
Exercise mats, rehearsal clothing, water bottles, journal.

Course Content and Topics

Depending on the role in which a student is cast, they will contribute a minimum of 45 hours participating in all four phases of the rehearsal/production process:

1. Pre-production (2-3 weeks): auditions, preliminary research and meetings
2. Production preparation (7-8 weeks): rehearsals; hair and make-up workshops; costume fittings; safety and security workshops; level and cueing sessions; technical and dress rehearsals
3. Performances (2 weeks)
4. Post-production (1 week): reflection on what was learned; recommendations for future improvement.

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 291 Acting in a Complex Role

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:

   1. Rationale for change: Updating the course for the six-year review. We've included holistic assessment in our evaluation methods.

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

When acting in a production students either enroll in THEA 290 (1 credit) or THEA 291 (3 credits). The principles of how this course contributes to Indigenization are similar. The Theatre Area has committed to include plays written by BIPOC playwrights in our rotating production season, whenever possible. Holistic assessment is emphasized, as is relationship-building.

Within the learning outcomes “Analyze a dramatic text from an actor’s perspective to determine the values, experiences, and circumstances relevant to a character” and “Realize the values, experiences, and actions of a complex character in performance” students are actively engaged in generating understanding and empathy. When the play chosen centres the experiences, perspectives, and voices of Indigenous peoples (such as *The Ghosting of Sumas Lake* or *Grand Theft Terra Firma*) theatre actively contributes to personal decolonizing work. In performance, the student’s work becomes the conduit to sharing this message broadly. Even when the production itself is not Indigenous-focused, the conversations during audience talk-back sessions are framed with decoloniality in mind. For example, when discussing the production of Shakespeare’s *Pericles*, we had conversations about colonialism and what it means to perform Shakespeare within a Canadian context.

This practicum course also embodies the following Strategic Imperatives:

- Foster interdisciplinary and integrated forms of engagement
- Emphasize active and experiential forms of learning
- Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members

Students work and collaborate closely with various production departments (i.e. stage managers, costume department, voice and movement coaches, etc.). The practicum is experiential and applied learning as students move through the production process. They are mentored by faculty directors who often incorporate their creative/research practice into their directing.

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

Within the learning outcomes “Analyze a dramatic text from an actor’s perspective to determine the values, experiences, and circumstances relevant to a character” and “Realize the values, experiences, and actions of a complex character in performance” students are actively engaged in generating understanding and empathy. When students worked on *The Laramie Project*, for example, they explored the socio-historical context of the play, discussed struggles faced by LGBTQ+ people in the Fraser Valley, and discuss and analyze characters who are antagonists within the play. Theatre makes a point of trying to highlight the work of BIPOC, queer, and trans artists within the production season, and this class allows for a deep exploration of issues of marginalization and oppression, but also a celebration of a diverse range of experiences.

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

As this course supports a theatre show in production as the acting cast, it must consider health and safety in relation to our space constraints. As our on-campus theatre is a classroom-turned-Blackbox (D105) with very limited adjacent areas for dressing rooms and backstage area, this class can accommodate a maximum of 12.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2018
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 291	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Acting in a Complex Role **Course Short Title:** Acting in a Complex Role	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Students audition for, rehearse, and perform a complex role in a faculty-directed production as part of the UFV Theatre season.

Note: Students may take this course for credit up to three times.

Prerequisites (or NONE):	Department permission; audition required.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Practicum	70
Total hours	**70**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 12**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this is a process-based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Analyze a dramatic text from an actor's perspective to determine the values, experiences, and circumstances relevant to a character.
2. Realize the values, experiences, and actions of a complex character in performance.
3. Apply physical and vocal techniques to embody their characterization.
4. Revise performance based on director/instructor feedback.
5. Critique one's own performance constructively.
6. Behave professionally and respectfully (i.e., arrive for rehearsals on time and prepared, conduct self appropriately during rehearsals, treat staff and students with respect).
7. Collaborate effectively with peers, staff, and director, including participation in set strike.
8. Reflect on rehearsal process and performances, demonstrating self-awareness.

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

Assignments:	40%	Project:	40%	Holistic assessment:	20%
	%		%		%

Details:

Assignments may include: script analysis, character research, and reflection paper
Project includes the student's actual execution of the role (physical and vocal dexterity), ability to respond to feedback by revising performance, and development of complex character in performance;
Holistic assessment includes reciprocal reflection by students and instructor on active engagement and effective collaboration with peers. To support this assessment, the student will keep a rehearsal journal and the instructor will keep track of attendance, professionalism and teamwork at all required rehearsals, workshops, performances, and set strike.

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.)*

Rehearsal and production process. This includes learning lines independently; rehearsals; workshops for voice, dance, singing, etc; costume fittings and parade; tech and dress rehearsals; performances; audience talkback sessions; set strike.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Bogart	And then, you act; Routledge	2007
2.	Other	Walker	Suburban Motel; Talonbooks	2010
3.	Other	Kaufman	The Laramie Project; Dramatis Play Service	2000
4.				
5.				

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

Script for play, exercise mat, water bottle, rehearsal clothing, make-up kit.

Course Content and Topics

Rehearsal (6-8 weeks): research, script analysis, workshops, rehearsals

Tech (2-3 weeks): cueing sessions, costume parade, tech rehearsals, dress rehearsals, previews)

Performance (2 weeks): 6-10 public performances

Post-production (1 week): set strike and reflection on what was learned

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct. 23, 2024

Subject: Proposal for revision of THEA 295 Backstage Practicum

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

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

2. Rationale for change:
   This course has undergone a six-year review and the calendar description has been updated to provide a more comprehensive explanation of the various roles this practicum includes. This will no longer be a special topics course and will not be lettered, but can be repeated up to three times for credit.

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

No substantial changes have been made to the learning outcomes.

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

Please Note:
All technical theatre practicums (THEA 295, 299, 399, and 499) are individuated in terms of tasks, credits, and responsibilities, but they are combined into a single class which is led by a single faculty mentor. This combined class counts as one course in terms of faculty workload. All technical theatre students are together in this course, and as such, they all follow the same structure. The description in the Memo for how Theatre Practicum courses contribute to Indigenization and EDI at UFV is the same.

This production course allows students to take on a technical role working backstage on a show. When possible the Theatre Area chooses Indigenous-authored/created plays and directors (such as *The Ghosting of Sumas Lake*). Within the first weeks of the course, we cover protocols and specific considerations (i.e. working with Indigenous productions, sustainable practices, mental health), so that even if the season does not include an Indigenous play, students are still learning about important protocols and ways to build healthy relationships with Indigenous partners. We have embedded this within the learning outcome "Describe specific considerations when working with Indigenous productions." In addition, the required text from Indigenous Protocols Dot Art (written by the Canadian Artists' Representation) about considerations of respect, communication, and sovereignty/control over work is an important framing for theatre students to start learning about. Students also read Kim Senklip Harvey's essay on land acknowledgment and inter-nation protocols.

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

Assignments follow holistic assessment practices including reflection journals about student's experiences. Production selection within the Theatre season includes plays that highlight various contemporary issues such as disability in *Richard III* and LGBTQ+ rights and identities in *The Laramie Project.* These choices help students to understand and celebrate diversity of experiences.

By including an introduction to the terms and language used in technical theatre practice it removes barriers and sets students up for being able to successfully participate in the practicum.

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.

As this course supports a theatre show in production as the backstage crew team, it must consider health and safety in relation to our space constraints. As our on-campus theatre is a classroom-turned-Blackbox (D105) with very limited adjacent areas for backstage crew, this class can accommodate a maximum of 15 students.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 295	**Number of Credits:** 1 Course credit policy (105)
Course Full Title: Backstage Practicum **Course Short Title:** Backstage Practicum	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Develop experience in live theatre production through backstage participation in the UFV Theatre season. Technical theatre roles may include board operators (lights, sound, projections), assistant stage manager, backstage crew, design assistants (set, costumes, sound, lights, projections), or department assistants (set, paint, props, wardrobe).

Note: Students may take this course for credit up to three times.

Prerequisites (or NONE):	Department permission.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Practicum	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

since this is a process-based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:** June 4, 2024
Faculty Council approval	**Date of meeting:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

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. Complete all tasks outlined in job description of specific production role according to timelines set out in the production schedule.
2. Communicate clearly, in oral and written contexts, as befits the specific production role.
3. Behave professionally and respectfully (e.g. arrive for meetings on time and prepared, conduct self appropriately, treat staff and other students with respect).
4. Revise work based on instructor and/or peer feedback.
5. Contribute effectively to an ensemble team and production department.
6. Participate in set strike.
7. Follow proper safety and security procedures for live theatre production.

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

Practicum:	80%		%
Holistic assessment:	20%	%	%

Details:

Practicum requires attendance at all required rehearsals, workshops, performances and set strike; ability to follow proper safety and security procedures, and demonstration of professionalism, respect, and teamwork.
Holistic assessment includes reciprocal reflection by students and instructor on active engagement, ability to revise work based on instructor and/or peer feedback. The student will submit a reflection journal as part of this assessment.

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.)*

Participation in the theatre production process. Depending on a student's role in the production, this participation may include production and design meetings; technical workshops; set, prop, and costume construction; stage lighting sessions; sound production sessions; costume fittings; costume parades; safety workshops; audience talk-back sessions; etc.

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

	Type	Author or description	Title and publication/access details	Year
1.	Article	Canadian Artists' Representation	Indigenous Protocols dot Art	2021
2.	Online resource	Kim Senklip Harvey	Our Acknowledgement Work; Ruby Slippers Theatre	2023
3.				

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

Varies depending on student's specific role in the production. Script for the show being produced (varies); course pack including job description, production etiquette guidelines, safety and security guidelines, student success guidelines.

Course Content and Topics

Depending on a student's role in the production, they will contribute a minimum of 45 hours participating in all or part of the following four phases of the production process:

Foundations
- Production roles and expectations
- Communication expectations
- Protocols and specific considerations (i.e. working with Indigenous productions, sustainable practices, mental health)
- Language and technical theatre terms

Pre-production (2 weeks)
- Research
- Preliminary meetings
- Review of job description

Production preparation (7-8 weeks):
- Rehearsals
- Production meetings
- Costume parades
- Safety and security workshops
- Technical workshops

Performance run (2 weeks):
- Participation in the run of the performance, depending on production role

Post-production (1 week)
- Reflection on what was learned
- Recommendations for future improvement.

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct. 23, 2024

Subject: Proposal for revision of Theatre Production, THEA 299

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

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

2. Rationale for change:
   This course has undergone a six-year review and the calendar description has been updated to provide a more comprehensive explanation of the various roles this practicum includes. The title and LOs have been edited for clarity. The prerequisite change reflects the change that THEA121 and THEA123 are now equivalent, and therefore either can serve here.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial changes have been made to the learning outcomes.

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

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

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

Please Note:
All technical theatre practicums (THEA 295, 299, 399, and 499) are individuated in terms of tasks, credits, and responsibilities, but they are combined into a single class which is led by a single faculty

mentor. This combined class counts as one course in terms of faculty workload. All technical theatre students are together in this course, and as such, they all follow the same structure. The description in the Memo for how Theatre Practicum courses contribute to Indigenization and EDI at UFV is the same.

This production course allows students to take on a technical role working backstage on a show. When possible the Theatre Area chooses Indigenous-authored/created plays and directors (such as *The Ghosting of Sumas Lake*). Within the first weeks of the course, we cover protocols and specific considerations (i.e. working with Indigenous productions, sustainable practices, mental health), so that even if the season does not include an Indigenous play, students are still learning about important protocols and ways to build healthy relationships with Indigenous partners. We have embedded this within the learning outcome "Describe specific considerations when working with Indigenous productions." In addition, the required text from Indigenous Protocols Dot Art (written by the Canadian Artists' Representation) about considerations of respect, communication, and sovereignty/control over work is an important framing for theatre students to start learning about.

Students also read Kim Senklip Harvey's essay on land acknowledgment and inter-nation protocols. These articles contribute to the learning outcome "Describe professional expectations in live theatre and related fields (i.e. safety; ethics; sustainability; practices for respectfully working with Indigenous artists and communities)."

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

Assignments follow holistic assessment practices including reflection journals about student's experiences. Production selection within the Theatre season includes plays that highlight various contemporary issues such as disability in *Richard III* and LGBTQ+ rights and identities in *The Laramie Project.* These choices help students to understand and celebrate a diversity of experiences.

By including an introduction to the terms and language used in technical theatre practice it removes barriers and sets students up for being able to successfully participate in the practicum.

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.

Due to the class supporting a theatre show in production as the backstage crew team, and working within space constraints and safety concerns, across both our Theatre facility which is a classroom turned blackbox, D105 and the limited adjacent areas for backstage crew, this class can accommodate a maximum of 15 students.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- There appears to be a lack of consistency in hours across the practicum courses. THEA 291 has 60 hours for 3 credits, THEA 295 has 45 hours for 1 credit, and THEA 299 has 70 hours for 3 credits. Can some additional explanation be provided?
  These hours are based on theatre rehearsal standards. Acting in a show requires 60 hours. Working technical production backstage crew on a show requires a minimum of 45hrs, so we cannot reduce that number for a 1 credit here, and we cap our technical production backstage crew hours at 70 hours, which is a reasonable amount from within post-secondary theatre departments' practice.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 299	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Theatre Production Practicum **Course Short Title:** Theatre Production Practicum	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Learn about the theatre production process and develop teamwork, communication, and technical skills through participation in a UFV Theatre production. Students learn about professional expectations and careers in theatre and how to document their work. Production roles can include lighting, sound, or projection operator; dresser; running/stage crew; set or props crew; or assistant stage manager.

Prerequisites (or NONE):	(THEA 121 or THEA 123) and department permission.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	5
Practicum	55
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

since this is a process-based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Complete all tasks outlined in job description of specific production role in a competent manner and according to timelines set out in the production schedule.
2. Describe professional expectations in live theatre and related fields (i.e. safety; ethics; sustainability; practices for respectfully working with Indigenous artists and communities).
3. Apply best practices for oral and written communication in theatre production situations (i.e. production meetings, email communication, production reports).
4. Collaborate with peers and staff to generate creative responses to production demands.
5. Apply effective problem-solving and conflict-resolution strategies.
6. Demonstrate responsibility as a member of a production team.
7. Revise work based on instructor and/or peer feedback.
8. Describe career pathways in technical theatre, administration, and design.

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

Practicum:	60%	Assignments:	20%	Holistic assessment:	20%
	%		%		%

Details: Practicum requires attendance at all required rehearsals, workshops, performances and set strike; ability to follow proper safety and security procedures, and demonstration of professionalism, respect, and teamwork. Assignment: production document. Holistic assessment includes reciprocal reflection by students and instructor on active engagement, ability to revise work based on instructor and/or peer feedback. The student will submit a reflection journal as part of this assessment.

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.)*

Participation in the theatre performance process. Attending production meetings, performances, and strike. Depending on a student's role in the production, participation may include: workshops on lighting, sound, or projection operations; rehearsals; costume fittings and costume parades; safety and security workshops; audience talkback sessions.

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

	Type	Author or description	Title and publication/access details	Year
1.	Article	Canadian Artists' Representation	Indigenous Protocols dot Art	2021
2.	Online resource	Kim Senklip Harvey	Our Acknowledgement Work; Ruby Slippers Theatre	2023
3.				

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

Varies depending on a student's specific role in the production and the unique requirements of specific plays.
Script for the show being produced; course pack including job description, production etiquette guidelines, safety and security guidelines, student success guidelines.

Course Content and Topics

Foundations
- Production roles and expectations
- Communication expectations
- Protocols and specific considerations (i.e. working with Indigenous productions, sustainable practices, mental health)
- Language and technical theatre terms

Pre-production (2 weeks)
- Research
- Preliminary meetings
- Review of job description

Production preparation (7-8 weeks):
- Rehearsals
- Production meetings
- Costume parades
- Safety and security workshops
- Technical workshops

Performance run (2 weeks):
- Participation in the run of the performance, depending on production role

Post-production (1 week)
- Reflection on what was learned
- Recommendations for future improvement

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct. 28, 2024

Subject: Proposal for revision of THEA 303 Gender and Performance

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: Working from program review suggestions to expand our calendar description to accurately reflect what we are doing in the course. We are also reducing the credits from 4 to 3 to be aligned with other third-year offerings across the College of Arts, and to allow for greater breadth of choices for our students, when choosing credits in the upper-level. Resource material has been updated. The frequency of this class has been shifted to every other year, to reflect accurate course rollout for this class, and the which allows us to rotate through our 300-level offerings in a way that supports student interest and allows them to move forward smoothly towards degree completion. We've included holistic assessment in our evaluation methods.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning outcome changes but they have been edited for clarity and to adhere to the 8LO maximum. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods,

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

This course includes topics and materials from two-spirit peoples' perspectives, which is a distinct Indigenous understanding of gender and sexuality. This offers nuance and depth to Queer theory and ideas of gender in performance and is one way we can help to Indigenize and decolonize this course. Driskill, Heath Justice, Miranda & Tatonetti's book *Sovereign Erotics: A Collection of Two-Spirit Literature* (2011) is a foundational text we use.

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

A foundational theory to understanding gender and performance is intersectionality, which highlights the experiences of marginalized people and the critical and artistic interventions they make. Queer theory is another foundational theory we explore which gives voice and visibility to people and artists marginalized for their gender identity and sexual orientation. Creating spaces that normalize gender as a social construct with rules and expectations creates room for all expressions of identity and works toward a more diverse, inclusive, and equitable world.

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.)

Exploring ideas through praxis (blending practice and theory) is a learning outcome of this course, which requires space to move and a flexible classroom with foldable tables. For the safety of students, the class needs to be limited to 24 so that they have room to move and engage with ideas physically and artistically.

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

CWC comment and response:

- For this and the other courses that are changing from 4 to 3 credits, it would be helpful for UEC if the memo included information about the course changes that now make this more appropriate as a 3-credit course (reduction in number of outcomes, change to assignment structure, etc.). It is evident that the course outline has been adjusted, but the memo seems to indicate this is just an administrative change.
  All upper-level Theatre courses were initially 4-credits. Those of us currently in the department cannot speak to why that was. Nevertheless, pedagogically, we stand by our current courses as equivalent to a 3-credit upper-level university class. As noted in our memos, we have not made substantial changes to learning outcomes. For clarity in reading, we have struck them out and re-written them, but changes are not substantial. Learning outcomes have been edited for clarity and to adhere to the 8 LO maximum. Our new assignment structures emphasize praxis (applied learning) but are not less rigorous than the assignment structure previously. The shift to 3-credits, supported by the Dean's office and approved by Mark Brosinski in the Budget office, will allow our degree students and students taking our Theatre courses as electives to navigate our courses more smoothly.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2019
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 303	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Gender and Performance **Course Short Title:** Gender & Performance	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Considers gender as constructed, embodied, and performative. Across diverse historical, theoretical, and artistic perspectives of gender that include BIPOC perspectives, performance analysis is used to examine how gender is performed and enacted across various contexts from the highly theatrical to everyday life. Students develop creative and critical analysis through applied learning activities and a performance studies research project.

Prerequisites (or NONE):	One of THEA 203, THEA 204, THEA 205, THEA 206, or 45 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Describe the relationships between gender and performativity.
2. Identify how gender intersects with other social identities and structures to situate performances in historical, aesthetic, theoretical, and cultural contexts.
3. Analyze the representation and embodiment of gender in a range of performance forms and plays.
4. Apply research methods as relevant to gender and performance (i.e. performance analysis, textual analysis, close reading, archival analysis) in a research project.
5. Employ praxis-based methods to explore material, answer questions, and solve problems.
6. Communicate arguments orally, visually, and writing, demonstrating fluency with scholarly voice and performance studies conventions.
7. Demonstrate self-reflexivity and intellectual curiosity in relation to course material.

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

Quizzes/tests:	20%	Assignments:	30%	Project:	35%
Holistic assessment:	15%		%		%

Details:

Quizzes/ tests: midterm exam.
Assignments include: weekly responses; presentations; engagement in praxis-based and applied learning activities.
Project is a performance studies research project (i.e. identify a research question, selection and analysis of primary and secondary sources, applied analysis, communicate findings in scholarly writing and through a creative format).
Holistic assessment includes reciprocal reflection by students and instructor on active engagement in praxis-based / applied learning activities in class. The student will submit a written reflection as part of this assessment.

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

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

Lectures, seminars, readings, discussions, performance analyses, audio-visual materials, guest speakers, presentations, and research projects.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Halferty & Leeney (eds.)	Analysing Gender in Performance; Palgrave	2022
2.	Other	Driskill, Heath Justice, Miranda & Tatonetti (eds.)	Sovereign Erotics: A Collection of Two-Spirit Literature;UA Press	2011
3.	Other	King	*Queer / Play:* An Anthology of Queer Women's Performance and Plays; Playwrights Canada Press	2017
4.	Textbook	Rosenberg, D'Urso, & Winget	The Palgrave Handbook of Queer and Trans Feminisms in Contemporary Performance; Palgrave	2021
5.				

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

Course pack: Gorman "The Theatricality of Transformation: Cross-Dressing and Gender/Sexuality Spectra on the Elizabethan Stage;" Davis, "The Social Dynamic" and "Respectablilty;" Case, "Performing Feminism on the International Stage;" Butler "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory;" Kosofsky Sedgwick, "Shame, Theatricality, and Queer Performativity;" Qwo-Li Driskill, Daniel Heath Justice, Deborah Miranda and Lisa Tatonetti (Eds) *Sovereign Erotics: A Collection of Two-Spirit Literature*; Smith, "Toward a Black Feminist Criticism;" Lewis, "Cross-Cultural Reiterations: Demetra Vaka Brown and the Performance of Racialized Female Beauty;" Rupp, Taylor, and Shapiro, "Drag Queens and Drag Kings: The Difference Gender Makes;" Robertson "Does Feminist Camp Make a Difference? or, What We Talk About When We Talk About Madonna;" Bergman, "Strategic Camp: The Art of Gay Rhetoric."

Course Content and Topics

Historical perspectives
- Cross-dressing and performances of gender in theatre
- Oscar Wilde and coded drama

Foundational theories
- Performativity
- Feminist theory

- Intersectionality
- Queer theory

Performing gender
- Performance Art
- Drag
- Sex(ualization)
- Pop culture (i.e. entertainment industry, sports industry, social media, technology, film, protest)

Gender in contemporary performance
- Feminist theatre
- Queer theatre and performance

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date:Nov. 11, 2024

Subject: Proposal for revision of THEA304: Applied Theatre

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
   - x PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: Working from program review suggestions to expand our calendar description to accurately reflect what we are doing in the course. The course will be offered every year, as applied theatre is a foundational concept for our Theatre program and its commitment to community and social justice. We have also edited the title for clarity. We are reducing the credits from 4 to 3 to be aligned with other third-year offerings across the College of Arts, and to allow for greater breadth of choices for our students, when choosing credits in the upper-level. Resource material has been updated. We are changing the prerequisite to the greater requirement of 45 credits, to ensure student success in this course. We have included holistic assessment in our evaluation methods.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning outcome changes but the praxis-based and applied learning outcomes have been emphasized. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

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

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

Case studies and texts chosen highlight how applied theatre can be used as an intervention to address issues facing Indigenous peoples and Indigenous perspectives on community engagement and cultural resurgence efforts through performance. Students learn about the ethical considerations of working with Indigenous communities, and guest speakers from Indigenous backgrounds will be invited in to share their experience of Indigenous approaches to applied theatre. We plan to develop relationships with Indigenous community organizations and eventually have students partner with them to create applied theatre projects. The course emphasizes embodied learning and knowing, self-reflection, and community relationship building (both within and outside of the classroom) which reflect Indigenous ways of knowing and learning.

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

Applied Theatre is created by, for, and with community and is a key methodology within theatre that directly addresses and intervenes in social justice issues. Beyond this, THEA 304 includes case studies and BIPOC perspectives on applied theatre projects and gives students tools to understand the ethics and tools required when working with marginalized people or vulnerable populations.

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.

Exploring ideas through praxis (blending practice and theory) is a learning outcome of this course, which requires space to move and a flexible classroom with foldable tables (D104 or D119). For the safety of students, the class needs to be limited to 24 so that they have room to move and engage with ideas physically and artistically.

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

$100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 304	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Applied Theatre **Course Short Title:** Applied Theatre	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Applied theatre is theatre for, by, and with community. Students will explore applied theatre and performance methods used by educators and practitioners in a variety of fields outside of professional theatre contexts. This course addresses the ethics of working with non-professional collaborators and the use of theatre and performance to promote equity and social justice. Students develop creative and critical skills through an applied project.

Prerequisites (or NONE):	One of THEA 203, THEA 204, THEA 205, THEA 206, or 45 university-level credits. Note: As of January 2026, prerequisites will change to 45 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	25
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Evaluate case studies of applied theatre in relation to ethics, efficacy, and aesthetics.
2. Analyze the ideological implications of applied theatre and performance methods.
3. Describe the ethical considerations for working with Indigenous, vulnerable, and historically marginalized communities.
4. Employ praxis-based methods to answer questions, solve problems and explore applied theatre.
5. Create an applied theatre project that follows applied theatre methodologies to address a specific need.
6. Display skills and attitudes required of the applied theatre practitioner (i.e. respect for embodied knowledge, creative collaboration, consensus building, adaptability, active listening).

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

Assignments:	35%	Project:	40%	Holistic assessment:	25%
	%		%		%

Details:

Assignments may include: case study analysis, group assignment, presentation,and praxis-based activities.
The project is an applied theatre project (with research, collaboration, presentation, and assessment components).
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis-based activities and project.
Student will submit written reflection journal as part of this assessment.

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, class and small-group discussions, guest speakers, and presentations.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Prentki & Abraham	The Applied Theatre Reader 2nd Edition; Routledge	2021
2.	Journal	Various	Canadian Theatre Review Volume 192: Ethics and Socially Engaged Theatre	2022
3.	Other	Prendergast & Saxton (Eds)	Applied Theatre: International Case Studies and Challenges for Practice; Intellect	2009
4.	Journal	Various	Canadian Theatre Review Volume 181: Applied Theatre	2020
5.	Other	Boal	Theatre of the Oppressed New Edition; Pluto Press	2000

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

Course Content and Topics

Foundations of applied theatre
- Define applied theatre (with, for, by community)
- Boal – theatre of the oppressed
- Forum theatre
- Verbatim theatre
- Research-based theatre

Ethics and aesthetics in applied theatre
- Case studies and methodologies
- BIPOC perspectives
- Working with marginalized and vulnerable populations
- Ideological implications

Performance as intervention
- Addressing systemic problems and social justice issues through applied theatre
- Theatre in prisons
- Theatre and education
- Embodied ways of knowing, learning, and communicating

Applied theatre project presentations

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA307: Intercultural Theatre and Performance

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: Working from program review suggestions to expand our calendar description to accurately reflect what we are doing in the course. We are also reducing the credits from 4 to 3 to be aligned with other third-year offerings across the College of Arts, and to allow for greater breadth of choices for our students, when choosing credits in the upper-level. Resource material has been updated. The pre-requisites have been slightly edited, to remove a class that is being discontinued. We've included holistic assessment as an evaluation method.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): No substantial learning outcome changes but some have been edited for clarity and to keep within 8 learning outcomes. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

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

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

Emphasized within this course is the impact of colonization, globalization, and decolonialization on Indigenous and Métis performance practices that explore intercultural identity or adapt canonical Western plays and Indigenize them. We focus on ideas of Indigeneity explored by playwrights and performance artists within Canada and around the world.

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

This course exposes students to plays and performances from BIPOC playwrights and creators with themes about identity, belonging, borders, migration, etc. These expand and diversify student's understanding of theatre and performance with a focus on how performance is used to offer social, political, and cultural critique. This is set against a backdrop of theoretical frameworks such as post-coloniality and decoloniality which rest on (and challenge) ideas of equity and inclusion.

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

Exploring ideas through praxis (blending practice and theory) is a learning outcome of this course, which requires space to move and a flexible classroom with foldable tables. For the safety of students, the class needs to be limited to 24 so that they have room to move and engage with ideas physically and artistically.

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

$100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 307	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intercultural Theatre and Performance **Course Short Title:** Intercultural Performance	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An exploration of contemporary intercultural performance and the diversity of global theatre traditions. Students engage with the social, political, and aesthetic implications of intercultural theatre through theoretical frameworks and applied performance analysis. The importance and challenges of intercultural performance in Canada is highlighted and includes a focus on Indigenous and Métis theatre.

Prerequisites (or NONE):	One of THEA 203, THEA 204, THEA 205, THEA 206 (discontinued), or 45 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Analyze intercultural performances using relevant theoretical frameworks (i.e. interculturalism, postcolonialism, cosmopolitanism).
2. Situate intercultural performances within historical, cultural, and theoretical contexts, considering the impacts of colonialism, globalization, and decolonization.
3. Employ praxis-based methods to explore material.
4. Differentiate between intercultural models and practices across diverse cultures, with particular attention to Indigenous performance traditions and adaptation approaches.
5. Critically evaluate instances of cultural appropriation within intercultural performance contexts, recognizing power dynamics and ethical implications.
6. Apply research methods relevant to intercultural performance contexts (i.e. autoethnography, textual analysis, materialist performance analysis) in a research project.
7. Communicate complex ideas orally and in writing using scholarly voice and conventions, demonstrating fluency in academic discourse.
8. Demonstrate self-reflexivity and intellectual curiosity in engaging with intercultural performance practices

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

Project:	35%	Assignments:	55%	Holistic assessment:	10%
	%		%		%

Details:

Assignments may include reading responses, performance analysis, and presentations. Project is a research project on a topic (includes a written and a performance component). Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class discussions. Students will submit a written reflection as part of this assessment.

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

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

Lectures, seminars, readings, discussions, audio-visual materials, guest speakers, student presentations, and research projects.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Knowles	*Performing the Intercultural City*, Michigan	2017
2.	Other	Pavis	*The Intercultural Performance Reader*, Routledge	1996
3.	Textbook	Verdecchia	*Fronteras Americanas*, Talonbooks	2012
4.	Textbook	Yee	*Carried Away of the Crest of a Wave*, Playwrights Canada	2014
5.	Textbook	Clements	*Burning Vision,* Talonbooks	2010

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

Plays such as: Yvette Nolan, *The Birds, a Native retelling of the Aristophanes Play*; Camyar Chai, Guillermo Verdecchia, and Marcus Youssef, *Adventures of Ali & Ali and the aXes of Evil: A Divertimento for Warlords,* Donna-Michelle St. Bernard, *Salome's Clothes,* Leon Aureus, *Banana Boys;* Anita Majumdar, *Boys with Cars*.

Course Content and Topics

Introduction to intercultural theatre
- Historical contexts
- Theoretical foundations

Unidirectional interculturalism
- Tourism
- Festival gaze
- Ethnography and anthropology

Critiques of interculturalism
- Feral, Sun, and Fei
- Watson
- Bharucha

Interculturalism in a Canadian context
- Colonialism, decolonization, and Indigeneity
- Globalization
- Diaspora
- Migration
- Multiculturalism

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 311 Digital Performance & Storytelling

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:

1. Rationale for change:
   This course has undergone a six-year review. The calendar description, course title, and learning outcomes have been edited to clarify the intent of the course and what is taught. The prerequisites have been opened up to allow more students to access the course. We've included holistic assessment in our evaluation methods.

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

There have not been substantial changes to the learning outcomes. They have been edited to say "performance" rather than "acting" to broaden the scope of what the course focuses on, and to keep at the 8 learning outcome maximum. [Please note, for clarity in reading, we have struck them out and re-written them, but changes are not substantial.]

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

4. Which program areas have been consulted about the change(s)? N/A

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

Inviting Indigenous and BIPOC new media artists to the course allows practicing artists to speak about their work and experience. Bringing diverse perspectives into the room through material such as Loft & Swanson's (2014) *Coded Territories: Tracing Indigenous Pathways in New Media Art* fosters a deeper understanding of the complexities of identity, technology, and artistic expression of Indigeneity in the digital age. The course allows students to create devised digital performances about issues that matter to them, reflecting the idea that every student has a gift to share with the world. This experiential learning component to the course also upholds UFV's Strategic Imperatives to "Enhance digital literacy and access to technology."

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

Assignments are designed to blend academic research with praxis through applied learning assessments, which allows students to express their learning in multiple ways and through projects that are meaningful to them, as in the devised digital performance final project. Devised projects are a form of participatory democracy and typically focus on themes and issues important to the people participating in the project. In this way the final project allows students to create work about issues and ideas that matter to them.

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

Due to space constraints this class can accommodate a maximum of 24 students.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Additional explanation is needed for the change to the prerequisites. Prerequisites should be set at the minimum to ensure student success, rather than to facilitate access. Can students be successful without any related experience? (For example, would this course be appropriate for a CIS student with 15 credits?)
  We do believe that students in any program with 15 credits can be successful in this revised course. The prior options for a pre-req were: THEA211, THEA215, or 15-credits, and we have removed THEA211 and THEA215 because these are part of our acting ladder, and the LOs in those classes are not required for success in this digital performance course.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2021
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 311	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Digital Performance and Storytelling **Course Short Title:** Digital Performance	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Students explore the relationships between the performative body, space, interactivity, and digital technologies in contemporary theatre and performance practices. Topics include virtual and mediated bodies, time and durational performance, and the impact of digital technologies on relationships between performers and spectators. Students use digital performance techniques to create immersive environments and perform stories in various digital mediums.

Prerequisites (or NONE):	One of THEA 211, THEA 215, (THEA 112 and THEA 250), or 15 university-level credits. Note: As of January 2026, prerequisites will change to 15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	15
Supervised laboratory hours (design lab)	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Explain the similarities and differences between live and digitally mediated performance.
2. Adapt performance concepts and techniques for different digital and mediated contexts.
3. Apply technical terminologies that emerge from digital performance practice and theory.
4. Categorize different examples of mediated digital performance practice including Indigenous and BIPOC-focused works.
5. Analyze how interactivity and digital technologies operate in live performance.
6. Describe how a range of digitally mediated performance practices are organized and executed.
7. Explain fundamental ways that digital performance can impact understandings of liveness and conventional performance.
8. Collaborate with an ensemble to devise a digital performance project.

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

Assignments:	40%	Holistic assessment:	10%	Lab work:	50%
	%		%		%

Details:

Lab work includes active participation in video mapping, motion capture, interactive video and virtual reality.
Assignments include a praxis-based research paper or presentation about digital performance practices.
Holistic assessment includes reciprocal reflection by students and instructor on active engagement in lab work. Students will submit a written reflection as part of this assessment.

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

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

Lectures; seminars; video and film analysis; studio explorations/exercises; digital assignments; guest speakers.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Stem	Interactive Art and Embodiment: The Implicit Body as Performance. Gylphi Ltd.	2011
2.	Textbook	Dixon	Digital Performance. MIT Press	2015
3.	Textbook	Loft & Swanson (Eds.)	Coded Territories: Tracing Indigenous Pathways in New Media Art; University of Calgary Press	2014
4.	Textbook	Broadhurst	Performance and Technology: Practices of Virtual Embodiment and Interactivity. Palgrave	2006
5.	Textbook	Sheer	Multimedia Performance	2011

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

A Class 10 SD Memory Card (minimum 8 GB), or similar video recording medium
Recommended: video editing software and a computer capable of running such software

Course Content and Topics

Foundations of digital performance
- Introduction to digital performance (video mapping, interactive video, VR, AR and telematics)
- Genealogy of digital performance
- Futurism and early 20th-century technology-driven avantgarde theatre
- Multimedia theatre

Identity, space, politics
- Identity politics in digital realms
- Indigenous and post-postcolonial worldviews in digital performance
- Telematics: conjuring remote performance spaces
- Guest speakers including Indigenous and BIPOC artists
- Virtual Reality and the search for immersion in performance

Digital devising
- Video mapping and interactive video lab
- Motion capture lab
- Virtual reality lab
- Presentations and performances

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 312 Advanced Approaches to Acting

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
   - x PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: Updating the course for the six-year review and editing the calendar description to give students more information about what happens in the course. We are re-titling all courses in the Acting Ladder to be more streamlined. This course will be titled Advanced Approaches to Acting, and it follows the Intermediate Acting classes.

   This class had incorporated professional practices such as creating a website, getting headshots, etc, which made it unwieldy and not focused enough on acting techniques. We have re-shaped it to focus more on advanced acting practice, while still include professionalization within a tighter unit which could include an industry-based guest speaker. The course will also have a thematic unit, allowing the instructor to bring in their unique acting focus (such as post-dramatic performance, Commedia dell'Arte, or mask work). The learning outcomes have been edited to reflect this and to adhere to the 8 LO maximum. We have also embedded non-Western approaches into the learning outcomes to structurally decolonize this class. The credits are also shifting from 4 credits to 3 credits, to align with other third-year offerings across the College of Arts, and to allow for greater breadth of choices for our students, when choosing credits in the upper-level. Resource material has been updated, and we are including holistic assessment as an evaluation method.

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

   The Learning Outcomes of this course align with both the program learning outcomes (PLOs) and the institutional learning outcomes (ILOs). Learning Outcome 1, "Analyze complex scripts (i.e. identify subtext, themes, motivations, objectives, tactics/actions) including scripts authored by BIPOC, Queer, and Indigenous playwrights," enhances students' critical and contextual thinking, supporting PLO 1, "Apply critical, creative, and contextual thinking, and awareness of multiple perspectives, to their own and others' work." This also aligns with ILO 2, "Examine Critically and Holistically," which emphasizes examining issues critically and holistically, and ILO 7, "Advocate for Equity, Diversity, and Inclusion," by promoting the understanding and inclusion of diverse playwrights.

   Learning Outcome 2, "Demonstrate an expanded emotional range and authenticity in performance to convey nuance," supports PLO 5, "Apply physical, vocal, and analytic skills to create a credible and effective performance," by developing students' physical, vocal, and analytic skills to create credible performances. This aligns with ILO 1, "Apply Knowledge and Competencies Proficiently," and ILO 3, "Communicate Effectively," through effective performances.

   Employing advanced techniques to achieve believable and dynamic character transformations, as outlined in Learning Outcome 3 ("Employ advanced techniques to achieve believable and dynamic character transformations (i.e. established Western and non-Western techniques)"), aligns with PLO 5, "Apply physical, vocal, and analytic skills to create a credible and effective performance," ensuring students can create believable and dynamic characters. This also supports ILO 2, "Examine Critically and Holistically," by fostering critical examination of different acting methodologies, and ILO 5, "Engage with Indigenous Knowledge Systems," by learning from both Western and non-Western performance techniques.

   Learning Outcome 4, "Integrate advanced physicality, movement techniques, and research (i.e. Laban, Viewpoints, Indigenous-informed practices, historical socio-cultural research) to create a compelling stage presence and character embodiment," aligns with PLO 5, "Apply physical, vocal, and analytic skills to create a credible and effective performance," enhancing students' physical and movement skills for compelling stage presence. This supports ILO 1, "Apply Knowledge and Competencies Proficiently," through the proficient application of physical techniques, and ILO 3, "Communicate Effectively," by effectively communicating through movement. The incorporation of Indigenous-informed practices aligns with ILO 5, "Engage with Indigenous Knowledge Systems."

   Applying vocal techniques to ensure clarity and emotional depth in various performance contexts, as described in Learning Outcome 5, ("Apply vocal techniques to ensure clarity and emotional depth in various performance contexts"), supports PLO 5, "Apply physical, vocal, and analytic skills to create a credible and effective performance," by ensuring vocal proficiency in performance. This aligns with ILO 3, "Communicate Effectively," by enhancing students' ability to communicate effectively, and ILO 1, "Apply Knowledge and Competencies Proficiently," by applying vocal skills proficiently.

Learning Outcome 6, "Collaborate effectively with scene partners and ensemble members to create cohesive and compelling performances," directly supports PLO 4, "Engage professionally in creative arts collaborations," and also aligns with ILO 4, "Lead Collaboratively."

Preparing and performing audition monologues and scenes at a professional level, as outlined in Learning Outcome 7 ("Use audition techniques to prepare and perform audition monologues and scenes at a professional level"), is a key practice that prepares students to meet PLO 10, "Identify post-graduation goals and outline plans to achieve them."

Using constructive critique from self, peers, and instructor to refine performances, as described in Learning Outcome 8, ("Use constructive critique from self, peers, and instructor to refine performances"), supports ILO 8, "Engage in Reflection for Action," by fostering personal and professional growth through feedback.

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

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

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

To work on Indigenizing the structural components of our course, we include a learning outcome that asks students to work with scripts authored by Indigenous playwrights ("Analyze complex scripts (i.e. identify subtext, themes, motivations, objectives, tactics/actions) including scripts authored by BIPOC, Queer, and Indigenous playwrights." This means that students are deeply considering the themes and issues that Indigenous playwrights take up, including the impacts of the Residential School system, intergenerational trauma, as well as Indigenous resilience and resurgence. In other learning outcomes, "Employ advanced techniques to achieve believable and dynamic character transformations (i.e. established Western and non-Western techniques), and "integrate advanced physicality, movement techniques, and research (i.e. Laban, Viewpoints, Indigenous-informed practices, historical socio-cultural research) to create a compelling stage presence and character embodiment," students explore practices and techniques developed by Indigenous actors and creators. This could mean bringing in Indigenous guest speakers to lead workshops.

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

Within the course content there are specific topics that students are introduced to which complement and counter traditional, established conventions of actor training. These include understanding subtext, character motivation, and subverting stereotypes often written into older scripts. This is coupled with a unit focused on socio-cultural and historical research, which allows students to deeply consider the

social and political structures and power dynamics that characters and playwrights exist(ed) through. This is important EDI work, as it offers alternative perspectives on race, gender, sexuality, and ability.

In addition, the course includes topics such as clarifying boundaries around playing stereotypes and various consent practices. This includes artistic consent to playing characters or actions that are troubling or stereotyped, consent around touch and physicality within scenes and acting exercises, and consent practices for intimacy and violence.

Within the learning outcomes, we place structural importance on including scripts authored by BIPOC, Queer, and Indigenous playwrights (Learning Outcome 1).

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

The size of the class is limited to 24 due to space and safety constraints.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Learning outcome #8: Pre-Check suggests removing the word “constructive” from “use constructive critique…”.
  We highlight constructive critique in our feedback practices, so that students understand reiterative process as supportive and challenging, due to the negative connotation of ‘critique’. That being said, we defer to UEC.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1980
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 312	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Advanced Approaches to Acting **Course Short Title:** Advanced Approaches to Acting	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Apply advanced acting techniques to character development, emotional authenticity, and physical presence. Students will take on advanced challenges through scene work, monologue preparation, and exploration of distinct acting methodologies. The course includes a thematic unit decided upon by the instructor (e.g. Grotowski, post-dramatic performance, Commedia dell'Arte).

Note: This course may involve field trips to see plays.

Prerequisites (or NONE):	One of THEA 211, THEA 215, or (THEA112 and THEA 250).
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **THEA 212**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Analyze complex scripts (i.e. identify subtext, themes, motivations, objectives, tactics/actions) including scripts authored by BIPOC, Queer, and Indigenous playwrights.
2. Demonstrate an expanded emotional range and presence in performance to convey nuance.
3. Employ advanced techniques to achieve believable and dynamic character transformations (i.e. established Western and non-Western techniques).
4. Integrate advanced physicality, movement techniques, and research (i.e. Laban, Viewpoints, Indigenous-informed practices, historical socio-cultural research) to create a compelling stage presence and character embodiment.
5. Apply vocal techniques to ensure clarity and emotional depth in various performance contexts.
6. Collaborate effectively with scene partners and ensemble members to create cohesive and compelling performances.
7. Use audition techniques to prepare and perform audition monologues and scenes at a professional level.
8. Use constructive critique from self, peers, and instructor to refine performances.

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

Assignments:	80%	Holistic assessment:	20%		%
	%		%		%

Details:

Assignments include written analyses (i.e. script analysis, character research) and performances of monologue/ scene work. Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class exercises and on performance work/progress over the course. Students submit a written reflection as part of this assessment.

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.)*

Individual and group exercises, improvisation, scene study, class presentations and performances, contemporary and classical audition preparation, workshops (i.e acting resume and demo reel, headshots, on-camera auditions, agents), guest speakers.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Cohen	Acting Power: The 21st Century Edition	1987
2.	Textbook	Bogart	The Viewpoints Book: A Practical Guide to Viewpoints and Composition	2012
3.	Textbook	Gutekunst & Gillett	Voice Into Acting: Integrating Voice and the Stanislavsky Approach; Bloomsbury Methuen Drama	2014
4.	Textbook	Luckett & Schaffer (Eds.)	*Black Acting Methods: Critical Approaches*; Routledge	2017
5.	Textbook	Persley & Ndounou	*Breaking It Down: Audition Techniques for Actors of the Global Majority*; Roman & Littlefield	2021

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

Exercise mat, water bottle, and active wear required for classes.

Course Content and Topics

Advanced scene analysis
- Methods and techniques (i.e. Stanislavski's system, Uta Hagen's Object Exercise)
- Actioning and scoring a script (i.e. identifying objectives, beats, tactics/actions)
- Understanding subtext, character motivations, subverting stereotypes
- Socio-cultural and historical research

Emotional authenticity and range
- Methods and techniques (i.e. Meisner technique, Strasberg's methods, consent practices)
- Emotional preparation and achieving truthful reactions
- Expanding emotional range
- Clarifying boundaries (i.e. stereotypes, consent)

.

Character transformation
- Methods and techniques (i.e. Michael Chekhov, mask work)
- Creating distinct and dynamic characters

- Integrating physicality with psychological traits

.

Physicality in acting
- Methods and techniques (i.e. Laban efforts, viewpoints, consent and intimacy)
- Enhanced physical expressiveness, movement awareness, and spatial dynamics

Voice and speech techniques
- Methods and techniques (Linklater, Rodenburg, various approaches from *Breaking it Down*)
- Vocal clarity, projection, emotional expressiveness

Thematic focus (e.g. Grotowski's physical theatre)
- Methods and techniques (i.e. Grotowski's physical exercises, "poor theatre" principles)
- Physical expressiveness, creating theatre with minimal resources, exploring the actor-audience relationship
- exercises in spatial awareness and physical storytelling, application in scenes focused on minimalist performance

Professional preparation
- Audition techniques, cold reading practices, professional etiquette
- Guest speaker (on-camera auditions, agents and agencies, demo reels)
- Boundaries and wellness

Final presentations
- Peer and instructor feedback sessions
- Reflective exercises on growth and development

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 316 Special Topics in Performance Practice

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

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

2. Rationale for change: Updating the course for the six-year review and editing the calendar description and learning outcomes to give students more information about what happens in the course. The course title has been edited to align with contemporary terminology in our field. We are reducing the credits from 4 to 3 to align with other 300-level course offerings across the College of Arts, and to allow for greater breadth of choices for our students, when choosing credits in the upper-level. We are including holistic assessment as an evaluation method.

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

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

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

By incorporating Indigenous perspectives and focusing on diverse theoretical principles in Learning Outcome 1 ("Explain the concepts, principles, and theoretical perspectives of the selected area of theatre and performance, including Indigenous perspectives where possible") the course engages with the university's commitment to honour Indigenous knowledge.

The focus on self-reflexivity and effective communication (Learning Outcomes 5 and 6) fosters an inclusive and respectful learning environment and are aligned with Indigenous ways of knowing and being. These elements collectively nurture students' unique talents and foster meaningful collaboration.

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

The course emphasizes praxis (combining theory and practice) which allows students to evidence their learning in multiple ways. It also places focus on creative process (vs creative product). Both of these factors make education more accessible and inclusive for various types of learners.

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.

   Due to space constraints and safety concerns in praxis-based courses, the class size must be kept at 24.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

ORIGINAL COURSE IMPLEMENTATION DATE: September 2014
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 316	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Performance Practice **Course Short Title:** Spec Topics Performance Pract	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Explore a topic or specific area of performance practice not typically available within current course offerings. Students integrate theory and practice, applying their learning in experiential ways.

Note: This course may involve field trips to see plays in the Lower Mainland.
Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics.

Prerequisites (or NONE):	One of THEA 211, THEA 215, or (THEA 112 and THEA 250).
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	45
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **Yes**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Explain the concepts, principles, and theoretical perspectives of the selected area of theatre and performance, including Indigenous perspectives where possible.
2. Employ creative processes (i.e. exploration, experimentation, performance, feedback, and revision).
3. Employ creative strategies and critical reasoning to adapt to challenges encountered during the creative process.
4. Demonstrate physical and vocal dexterity in relation to the selected area of study.
5. Demonstrate self-reflexivity and self-awareness in relation to selected area of study.
6. Communicate clearly and professionally in a performance practice context.

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

Assignments:	90%	Holistic assessment:	10%		%
	%		%		%

Details:

Assignments will vary depending on the course topic.

Sample assignments for sample topic 1, Clowning and Physical Comedy:

Solo performance project	25%
Pair performance	25%
Final performance	40%

Sample assignments for sample topic 2, Stage and Screen Combat for the Actor:

Unarmed combat presentation	25%
Sword/weapon presentation 1	20%
Sword/weapon presentation 2	20%
Final performance (practical exam)	25%

Holistic assessment includes reciprocal reflection by students and instructor on active engagement in in-class exercises.

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

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

Guest lecturers, presentations, online instruction, field trips, etc.; may vary at the department's discretion.

This course focuses primarily on studio classes related to the selected area of acting or performance. Methods may include acting/performance exercises, group work, coaching, presentations, and seminars.

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

Type	Author or description	Title and publication/access details	Year
1.			
2.			

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

Texts for sample topic 1, Clowning and Physical Comedy:
Scenarios of the Commedia dell'Arte (PDF)
The Pochsy Plays by Karen Hines, Coach House 2004
The Anger in Ernest and Ernestine Leah Cherniak, Martha Ross, Robert Morgan, PCP 2005

Texts for sample topic 2, Stage and Screen Combat for the Actor:
J. Allen Suddeth. Fight Directing for the Theatre. 2nd Edition. Portsmouth, NH: Heinemann, 1996.
Jonathan Howell. Stage Fighting: A Practical Guide. Ramsbury, UK: Crowood, 2008.
FDC (Fight Directors Canada) Basic Actor Combatant Glossaries
FDC Policies and Procedures

Course Content and Topics

Sample topic 1, Clowning and Physical Comedy:

Historical approaches to physical comedy
- Introduction to Commedia dell'arte

Intercultural approaches to clowning

- Indigenous clowning

Methods and Techniques

- Lecoq method
- Philippe Gaulier method
- The Anger in Ernest and Ernestine
- Pockinko method
- Pochsy's lips
- Indigenous traditions

Rehearsals and final performances

Sample topic 2, Stage and Screen Combat for the Actor:

Introduction to combat as physical dialogue

- Expressive qualities of the body
- Unarmed techniques

Development of physical awareness and partnering

- Safety techniques
- Unarmed techniques

Fight choreography

- Storytelling qualities of the physical character
- Unarmed techniques: scene presentations
- Introduction to sword

Terminology

- Introduction to terminology
- Internationally recognized glossary of terms

History of stage combat

- Influence and development in Canadian theatre
- Sword techniques
- Fight directors Canada: policies and procedures; industry standards of practice and safety

Acting the fight

- Introduction to cadence, tempo, and physical choices
- Sword techniques

Vocal score in combat

- Breath, sound, and pitch as storytelling tools in fight choreography
- Sword techniques - scene presentations
- Introduction to quarterstaff: ambidextrous movement techniques and non-conventional movement styles

Biomechanics

- Shape, physical strength, and adapting for injury
- Quarterstaff techniques

Safety

- Understanding partnering: fear and trust in new settings
- Creating a safe physical environment
- Quarterstaff technique presentations
- Preparing for presentation and performance
- Understanding body memory

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA360: Special Topics in Performance Studies

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

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

2. Rationale for change: Updating the course for the six-year review and editing the calendar description and learning outcomes to give students more information about what happens in the course. We are reducing the credits from 4 to 3 to align with other 300-level course offerings across the College of Arts, and to allow for greater breadth of choices for our students, when choosing credits in the upper-level. Resource material has been updated. The frequency of this special topics course is anticipated to be infrequent. We've included holistic assessment as an evaluation method.

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

N/A

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

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

The course embeds structural emphasis on Indigenous and non-Western perspectives through Learning Outcome 1 “Apply knowledge of the major concepts, principles, and theoretical perspectives relevant to the chosen topic, including Indigenous and non-Western perspectives.” This also means that regardless of the topic or theme of the course students will engage with Indigenous perspectives.

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

The course situates topics in historical, social, political, and cultural contexts (Learning Outcome 3), which supports students in making sense of the larger cultural forces that shape what we do. Through this, we can explore hegemonic and systemic influences, which is key to understanding EDI.

The creative research project allows for greater breadth in research and research outputs. With the focus on applying praxis-based methods to solve problems (Learning Outcome 4) along with an emphasis on exploring material through group discussion, praxis-based activities, studio work, and performance (Learning Outcome 2) the course supports diverse learning pathways.

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

   The course needs to be scheduled in a flexible classroom with moveable, folding tables to accommodate praxis work. D104, D119, or D105 are such spaces.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2014
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 360	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Performance Studies **Course Short Title:** Spec Topic Performance Studies	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Explore diverse topics or specific areas of performance studies not typically offered. Topics vary with the instructor. Students integrate theoretical knowledge and creative practice, developing their creative, critical, and analytical skills.

Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics, and may be repeated for credit provided the letter designation differs.

Prerequisites (or NONE):	One of THEA 203/ENG233, THEA 204/ENG 234, THEA 205, THEA 206 (discontinued), or 45 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **Yes**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 30**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply knowledge of the major concepts, principles, and theoretical perspectives relevant to the chosen topic, including Indigenous and non-Western perspectives.
2. Analyze course themes and concepts in group discussions, studio work, praxis activities, performance, and/or writing.
3. Situate the topic in historical, social, political, and cultural contexts.
4. Employ praxis-based methods to answer questions and engage with material.
5. Communicate arguments orally, visually, and in writing, demonstrating fluency with scholarly voice and conventions.
6. Produce a creative research project.
7. Demonstrate self-reflexivity and intellectual curiosity in relation to course material.

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

Assignments:	45%	Project:	40%	Holistic assessment:	15%
	%		%		%

Details:

Assignments may include reading responses, conference-style presentations, praxis-based assignments, process-based assignments supporting the creative project. Creative research project includes: develop a question, apply appropriate research methods, locate or generate and evaluate source material, synthesize multiple sources, and produce a research output.
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis/applied activities.

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

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

Lectures, seminars, readings, discussions, audio-visual materials, guest speakers, studio explorations, performances.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Wright	Political Adaptation in Canadian Theatre; McGill-Queen's University Press	2020
2.	Other	Gillen	"Shakespeare appropriation and queer Latinx empowerment in Josh Inocéncio's Ofélio" in *The Routledge Handbook of Shakespeare and Global Appropriation*; Routledge	2019
3.	Other	Sen	"Indigenizing Shakespeare: Haider and the politics of appropriation" in *The Routledge Handbook of Shakespeare and Global Appropriation*; Routledge	2019

Course Content and Topics

Sample topic: Play Adaptation

Introduction to adaptation
- Reasons behind adaptations
- Positionality and voice
- Exploratory questions within adaptations

Themes in Adaptation
- Politicizing adaptation
- Eco-theatre lenses
- Race and postcolonial adaptations
- Indigenous Shakespeare

Synthesizing learning
- Conference presentations
- Adaptation pitches

Adaptation work
- Planning and mapping
- Creating an evocative stageable image
- Crafting the storyline
- Draft 1 adaptation completed
- Pairing down the script
- Draft 2 adaptation completed
- Playable actions
- Draft 3 adaptation completed

Presentation of work
- Staged reading rehearsals
- Staged reading of adaptation (public performance)

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA 370 Scenography

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:

   1. Rationale for change:
      This course has undergone a six-year review. The calendar description, course title, and learning outcomes have been edited to clarify the intent of the course and what is taught. Scenography is the more current term for Theatre Design and has a more contemporary focus. The prerequisites have also been opened up to allow more students to access the course, especially from other SoCA programs. We've included holistic assessment in our evaluation methods.

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

   LO 1 "Explain and apply the fundamentals of production design and scenography in live performance and recorded media" connects with the Program Learning Outcome "Competently undertake technical and design roles in theatre production." This course outcome directly aligns with the program outcome as it focuses on developing the skills necessary for technical and design roles in theatre production.

   LO 2 "Explain and differentiate key scenographic styles" aligns with the Program Learning Outcome "Apply critical, creative, and contextual thinking, and awareness of multiple perspectives, to their own and others' work." Understanding and differentiating scenographic styles requires critical thinking and awareness of diverse perspectives, aligning with the program outcome.

LO 5 " Develop and devise production ideas based on various production processes and environments," LO 7 "Demonstrate the ability to make physical and/or virtual scenic models," and LO 8 "Organize and present a design portfolio" allows students to complete the following Program Learning Outcome: "Share research findings effectively across a range of outputs."

LO 6 "Apply drawing and rendering skills for scenery, costume, and lighting" engages the Program Learning Outcome "Apply digital skills, in various mediums, to create and support effective performance." Drawing and rendering skills for scenery, costume, and lighting often involve digital mediums, aligning with the program outcome focused on digital skills.

ILO *Apply Knowledge and Competencies Proficiently*: The course learning outcome 6: "Apply drawing and rendering skills for scenery, costume, and lighting" involves developing knowledge and competencies in production design, which are applied across various production processes and environments. Learners demonstrate technical proficiency in applying drawing, rendering skills, and creating physical and virtual scenic models (LO 6 and 7) using their knowledge and skills in practical situations.

ILO *Examine Critically and Holistically:* Learners critically examine key scenographic styles (LO 2), analyze concepts and dramatic scripts for production design (LO 4), and develop production ideas based on various processes and environments (LO 3 and 5). They integrate multiple perspectives and experiences to analyze complex issues related to production design, thus fostering critical and holistic thinking.

ILO *Communicate Effectively*: Through the course, learners articulate, reflect, and present their design ideas and portfolio effectively using oral, written, digital, and visual strategies (LO 8). They engage in listening, seeking clarification, and being open to other viewpoints, enhancing their communication skills (LO 3).

ILO *Lead Collaboratively*: Learners engage in collaborative project development through LO 5.

ILO *Engage with Indigenous Knowledge Systems:* Learners analyze concepts and dramatic scripts, including those authored by Indigenous and BIPOC playwrights (LO 4), fostering engagement with diverse Indigenous worldviews and knowledge systems.

ILO *Advocate for Equity, Diversity, and Inclusion:* Learners analyze concepts and scripts, including those authored by Indigenous and BIPOC playwrights (LO 4), promoting equity, diversity, and inclusion in theatre production.

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

4. Which program areas have been consulted about the change(s)? N/A

5. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

The learning outcome "Analyze concepts and dramatic scripts for production design including Indigenous and BIPOC-authored plays" ensures that the students are reading plays by Indigenous playwrights, about Indigenous themes. The required text, *Indian Act: Residential School Plays* edited by Donna-Michelle St. Bernard, includes plays written by some of the most prominent Indigenous playwrights in Canada. They write plays about the experiences of residential school and as our students work with them we are answering the TRC Calls to Action #63.

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

Equity is a core component of sustainability, which is a topic addressed in the course through its focus on eco-scenography. This emerging field focuses on relational and reciprocal engagement with place, audiences, materials, and processes, striving for a non-extractive approach to theatre-making. This is also an applied, experiential learning course that allows students to express and evidence their learning in multiple ways, which allows people with different strengths a learning experience where they can excel. BIPOC playwrights are centred in the course, which exposes students to a diversity of perspectives, styles, and themes.

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

Due to space constraints and safety, this class can accommodate a maximum of 17 students.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Memo indicates that the prerequisites are being opened up, but this is actually an increase in prerequisites that will require notice in the calendar prior to implementation. Some additional explanation should be provided for this change, such as why THEA has not been included in the list of applicable credits.
  The previous prerequisites were 3 lower level theatre classes. However, with the revision of this class, these technical production courses are not necessary for success. Moreover, we see this class as serving various areas in the School of Creative Arts (Media Arts and Visual Arts, as well as Theatre), so do not see a need for THEA specific classes. We are shifting to a pre-req of 15 credits so that students have some university courses before taking this upper-level course, and believe this will support their success in the class.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2021
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: THEA 370	**Number of Credits: 3** Course credit policy (105)
Course Full Title: Scenography **Course Short Title:** Scenography	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Focuses on the fundamentals of production design and scenography for live performance and recorded media. Students will learn the theory and principles of scenography and how to apply these in practical designs and various production processes, across conventional and unconventional approaches.

Prerequisites (or NONE):	15 university-level credits from FILM, MACS, MEDA, or VA.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Supervised laboratory hours (design lab)	30
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 17**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

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

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

1. Apply the fundamentals of production design and scenography in live performance and recorded media.
2. Differentiate key scenographic styles.
3. Explain distinct forms of visual research and dramaturgy.
4. Analyze concepts and dramatic scripts for production design including Indigenous and BIPOC-authored plays.
5. Develop production ideas based on various production processes and environments.
6. Apply drawing and rendering skills for scenery, costume, and lighting/projection.
7. Create physical and/or virtual scenic models.
8. Present a design portfolio.

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

Project:	75%	Portfolio:	15%	Holistic assessment:	10%
	%		%		%

Details:

The project category is comprised of three scenography projects (each at 25%): scenery, costume, and lighting/projection.
For each project, students choose a distinct script or design concept introduced by the instructor.
The portfolio showcases the student's three projects and articulates the theories and fundamentals of scenography to explain their design process.
Holistic assessment includes reciprocal reflection by students and instructor on active engagement in the learning process. Students will submit a written reflection as part of this assessment.

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

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

Lecture, seminar discussion, audiovisual material, presentations, lab exercises, field trips, and performance analysis.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Gillette	Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup.	2007
2.	Other	St. Bernard (Ed.)	*Indian Act: Residential School Plays*; Playwrights Canada Press	2018
3.	Other	Beer	Ecoscenography: An Introduction to Ecological Design for Performance; Plagrave Macmilan	2021
4.				
5.				

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

Drafting and drawing supplies(Drawing pencils, watercolour/acrylic, sketchbook, model-making materials).
Plays produced by the theatre department in the calendar year.
Two to three Canadian plays determined by the instructor.

Course Content and Topics

- Fundamentals of scenography and production design including theories and production processes
- Scenic design
- Costume design
- Lighting design
- Sustainability, environment, and eco-scenography
- Presenting design portfolios

Memo for New Course

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for new course: THEA 404 Directing

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

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

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

This course is being created to replace THEA 351 Directing I, and THEA 451 Directing II. Working from program review recommendations and the desire for a more cohesive learning experience for students we are developing one six-credit course that will be offered as THEA 404 A and THEA 404 B. Following a model established by Media Arts, both parts of the course (A and B) must be taken in the same academic year in order to get credit for the course. This ensures that students will have the opportunity to deeply understand the theoretical and practical aspects of directing.

Students in the Theatre major must take either THEA 404 A+B Directing, or THEA 405 A+B Devising in order to graduate. The courses are offered in alternating years and both culminate in public performances as part of the Season of Theatre.

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):

As students engage in creative research, understanding the themes, motifs, and social, cultural, and historical context in which plays emerged in they are engaged in the program outcome "Apply critical, creative, and contextual thinking, and awareness of multiple perspectives, to their own and others' work."

Students communicate and collaborate in various ways and through a variety of mediums (written production concept, communication with design and technical team, leading rehearsals etc.). This aligns with the program learning outcomes "Share research findings effectively across a range of outputs," "Engage professionally in creative arts collaborations," and "Play a leadership role in interdisciplinary creative projects." Their work up to and including the performances of Showcase directly maps to the learning outcome "Generate creative projects that integrate theoretical frameworks."

This course aligns with ILO 2, *Analyze critically and imaginatively* which encourages students to be "creative and generative" in their "examination of ideas, issues, and problems" on which they base their directorial choices. Learning to be a director involves working with designers, technical crew, members of the production team, and actors. All of these people collaborate under the vision of the director. This course embodies ILO 7, *Engage in collaborative leadership*, ILO 8, *Engage in respectful and professional practices* and ILO 5 *Communicate Effectively*. The directing project students undertake, and the reflection they do work with and deliver critique and feedback aligns with ILO 6 *Pursue self-motivated and self-reflective learning*.

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

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

The course has a learning outcome that emphasizes Indigenous approaches and perspectives on directing ("Conduct research, analysis, and evaluation of specific directors' methods and contemporary theories of theatre and performance including BIPOC perspectives"). This was developed to ensure a breadth of techniques, knowledge systems, and cultural traditions can be included in the course, and to challenge the dominant Western approach to directing. Indigenous-authored plays such as Marie Clements's (2003) *Burning Vision* are included for students to workshop.

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

Within the course topics is a focus on the historical, cultural, and social contexts for interpreting scripts, which highlights the interpretation and representation of race, gender, (dis)ability and other areas of marginalization. This course overtly discusses how we understand and represent these ideas on stage and the role the director plays in how EDI is approached in theatre as well as how theatre can be used to promote equity, diversity, and inclusion. Paired with Learning Outcome 2 ("conduct research, analysis, and evaluation of specific directors' methods and contemporary theories of performance including BIPOC perspectives"), students are exposed to a wide range of directorial choices outside of the Western canon, to BIPOC authored/created plays, and to the politics of representation and appropriation of voice and story. These all work to support principles of equity, diversity, and inclusion.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.:

There is a praxis-based, creation component to the course which means that for safety reasons and supervisory capacity the class will need to be capped at 15. It will also require being booked into D105, the Blackbox studio classroom.

8. Estimate of the typical costs for this course, including textbooks and other materials: $100

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: THEA 404	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Directing **Course Short Title:** Directing	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Students generate a directorial concept, assessing dramaturgical structures, and conceptualizing text for performance. In the fall, students investigate the relationship between directing methods and contemporary performance theories and participate in workshops to expand their understanding of directing practices. In the winter, students direct a short performance piece as part of a public-facing director's showcase. Throughout the course, students enhance their communication and project management skills, apply their knowledge of directing practice, and develop their artistic voice.

Note: This course is offered as THEA 404A and THEA 404B. Students must take both in the same academic year to receive credit.
Note: Mandatory showcase of performances takes place after the last day of classes in late April.
Note: This course requires rehearsal outside of scheduled class time and may require watching a live performance.
Note: Students with credit for THEA 351, THEA 450, or THEA 451 cannot take this course for further credit.

Prerequisites (or NONE):	(One of THEA 121, THEA 123, or THEA 225) and (one of THEA 211, THEA 215, or [THEA 112 and THEA 250]) and (one of THEA 203, THEA 204, or THEA 205).
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **THEA 351, THEA 450, THEA 451**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	75
Total hours	**90**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Assess the dramaturgical structure, style, and themes of both contemporary and historical scripts.
2. Evaluate specific directors' methods and contemporary theories of theatre and performance including BIPOC perspectives.
3. Apply a range of directing approaches adapted to suit the specific demands of diverse theatrical and performance works.
4. Articulate a creative vision and production concept integrating conceptual, visual, and thematic elements for a specific performance project.
5. Collaborate effectively using clear, professional communication with stage management, designers, and technicians in creating a short performance.
6. Generate a director's rehearsal plan (i.e casting, rehearsal schedule, workshops).
7. Apply constructive critique from self, peers, and instructor to improve creative practice.
8. Direct a short performance informed by theoretical knowledge, practical experience, and ongoing self-reflection.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	55%	Project:	30%	Holistic assessment:	15%
	%		%		%

Details:

Assignments include dramaturgical analysis, thematic analysis, annotated script, creative research presentation, scene presentations, director's concept and proposal, technical requests sheet (i.e. lighting requests, cue sheet, props and costume lists), rehearsal plan.
Project will include directing a short performance, which will require directing a cast through the rehearsal process and a self-assessment post-performance.
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis/applied activities.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, seminars, workshops, videos, self-directed learning, scene presentations, performances, weekly meetings with the technical production team.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Other	Knowles	*Fundamentals of Directing*	2015
2.	Other	Clements	*Burning Vision*; Talonbooks	2003
3.	Other	Mitchell	*The Director's Craft: A Handbook for Theatre;* Routledge	2008
4.	Other	Tsitsias	*The Directors Lab: Techniques, Methods, and Conversations About All Things Theatre*; Playwrights Canada Press	2019
5.	Article	Knight	"Creating Safe Spaces for Intimate Violence Design;" Fight Directors Canada	2019

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Cost of theatre tickets for performances, scripts or copying costs for play selected for final project.

Course Content and Topics

THEA 404A:

Foundations of directing
- The role of the director
- Types of play structure and major genres
- Dramaturgical analysis
- Scene workshop

Working with scripts and performance texts
- Themes and motifs
- Dramaturgical analysis
- Questions posed by scripts
- Scene workshop

Directing techniques and methods
- Interpretive and critical tools (i.e., semiotics and phenomenology for directors)
- Historical, cultural, and social contexts for interpreting scripts (i.e., race, gender, (dis)ability, intersectionality, Indigeneity)
- Aesthetic styles and the director's voice

Scene development

- Synthesizing script analysis, research, and style
- Production concepts
- Working with feedback

THEA 404B:

Fundamentals of directing

- Research for directors
- Communication practices, conflict resolution, and creative project management
- Artistic process and developing a project concept
- Meet with the production team

Aesthetics and artistic voice

- Directing approaches
- Design basics
- Communicating conceptual, thematic, and visual elements
- Movement and physicality (i.e., blocking, staging violence and intimacy)
- Technical theatre/ production request submissions and meetings with the tech team

Directing

- Auditioning and working with actors
- Working with designers and production team
- Integrating feedback and clarifying choices
- Preparing for public performance (final rehearsals, technical and dress rehearsals, giving notes)
- Showcase performances
- Reflection on the process and performance

Memo for New Course

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for new course: THEA405 A+ B: Devising

There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).

1. Rationale for new course, including how this course fits into the program(s):

   Note: *Adding this course to a program will usually require a program change request.*

This course is being created to replace THEA 352 Devising I, and THEA 452 Devising II. Working from program review recommendations and the desire for a more cohesive learning experience for students we are developing one six-credit course that will be offered as THEA 405 A and THEA 405 B. Following a model established by Media Arts, both parts of the course (A and B) must be taken in the same academic year to get credit for the course. This ensures that students will have the opportunity to deeply understand the theoretical and practical aspects of devising and will participate in a cohesive ensemble.

Students in the Theatre major must take either THEA 404 A+B Directing, or THEA 405 A+B Devising in order to graduate. The courses are offered in alternating years and both end in public performances as part of the Season of Theatre.

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):

In Learning Outcomes 1 (Evaluate contemporary approaches to devised theatre, incorporating theories and practices from diverse disciplines and perspectives including BIPOC creators), 2 (Explain how theatre can be used as a tool for social change that engages with local and global communities), and 3 (Demonstrate how theatre can be created from a range of materials, inspirations, and personal experiences), students will critically evaluate contemporary approaches to devised theatre by analyzing various forms of documentary theatre, such as Verbatim theatre and Newspaper theatre. Through this analysis, they will gain an understanding of how theatre can be created from a range of materials and inspirations and how it can be used both personally and politically. These map to the Program Learning Outcome "Apply critical, creative, and contextual thinking, and awareness of multiple perspectives, to their own and others' work."

As students engage in Learning Outcome 2 (Explain how theatre can be used as a tool for social change that engages with local and global communities), 4 (Create theatre performances through the application of theories and practices of devising), and 7 (Communicate clearly and professionally in multiple ways (i.e. orally, non-verbally, in written texts, and an artistic portfolio) they are addressing the Program Outcomes "Share research findings effectively across a range of outputs" and "Generate creative projects that integrate theoretical frameworks." Students will engage in collaborative discussions and presentations regarding their findings on devised performance companies and pieces, integrating these theoretical frameworks into their creative projects.
Through ensemble and solo creations, students apply devising techniques and apply their learning. Learning outcome 5 (Collaborate effectively with an ensemble and with designers to devise original performances) directly maps to the Program Outcomes "Engage professionally in creative arts collaborations" and "Apply physical, vocal, and analytic skills to create a credible and effective

performance." Through scenographic devising and ensemble projects, students will apply technical skills in sound, video, lighting, and other elements to enhance the effectiveness of their performances. Additionally, they will integrate feedback and critique (Learning Outcome 6 Apply criteria including self-reflexivity to critique and improve creative work;) to refine and improve their creative work. Students engage with technical production teams and designers to fulfill technical needs and integrate technical elements into their devised ensemble projects.

The course addresses the Institutional Learning Outcomes in the following ways:

ILO *Apply Knowledge and Competencies Proficiently*: By evaluating contemporary approaches to devised theatre (LO 1 Evaluate contemporary approaches to devised theatre, incorporating theories and practices from diverse disciplines and perspectives including BIPOC creators;) and creating theatre performances through the application of theories and practices of devising LO 4 Create theatre performances through the application of theories and practices of devising), students proficiently apply knowledge and competencies within the discipline of theatre.

ILO *Examine Critically and Holistically*: Students critically examine various forms of documentary and devised theatre (LO 1 Evaluate contemporary approaches to devised theatre, incorporating theories and practices from diverse disciplines and perspectives including BIPOC creators;), engage in reflective practices to improve creative work (LO 6 Apply criteria including self-reflexivity to critique and improve creative work), and share research findings effectively (LO 2 Explain how theatre can be used as a tool for social change that engages with local and global communities), demonstrating critical thinking and holistic examination of devised theatre processes.

ILO *Communicate Effectively*: Through presentations of works-in-progress and communication with ensemble members and designers (LO 7 Communicate clearly and professionally in multiple ways (i.e. orally, non-verbally, in written texts, and an artistic portfolio), students effectively communicate their ideas and collaborate with others in the creation of original performances.

ILO *Lead Collaboratively*: Through collaborative ensemble projects (LO 5 Collaborate effectively with an ensemble and with designers to devise original performances), students lead and contribute to creative arts collaborations, fostering trust and collaboration within the ensemble and production team.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A

4. Which program areas have been consulted about the course? N/A

5. If a new discipline designation is required, explain why: N/A

6. In what ways does this course contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Within the learning outcome "Evaluate contemporary approaches to devised theatre, incorporating theories and practices from diverse disciplines and perspectives including BIPOC creators" emphasis is placed on exposing students to Indigenous devised performances and processes. This includes Red Sky Performance's work *Miigis: Underwater Panther.* This Canadian company is Indigenous-led, founded by

Sandra Laronde (Misko Kizhigoo Migizii Kwe). The course also includes Indigenous perspectives from the global South by examining the work of Peruvian-based Groupo Cultural Yuyachkani. When analyzing and discussing both the political and artistic impact of these groups, students learn about the historical and contemporary social and political contexts Indigenous peoples are living and creating in. Also, as students work on their own devising projects, creating pieces about issues that are important to them, they are reflecting on their own positionality. They can potentially engage with themes of reconciliation and imagining a more inclusive society to live in.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

Devising empowers students to explore and express their own identities, experiences, and perspectives through performance. By creating original works that reflect their lived experiences and concerns, students can assert their voices and validate their identities within the artistic process. Students create work that explores themes which are important to them such as identity, mental health, and (dis)ability. Through this students can challenge stereotypes and dominate narratives while promoting dialogue and understanding.

As a creation method, devising promotes a collaborative and inclusive space where students can engage in open dialogue, experimentation, and self-expression. By fostering a sense of belonging and acceptance, devising encourages students to explore sensitive topics and share personal experiences in a supportive environment.

Devised performances also provide opportunities for diverse representation and visibility, allowing students to explore a wide range of identities, experiences, and social issues. By creating characters and narratives that reflect the diversity of human experiences, students contribute to a more inclusive and representative theatrical landscape. In this way, devised performance can be a powerful tool for social change and advocacy.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.:

There is a praxis-based, creation component to the course which means that for risk & safety reasons—to do with our space limitations working in D105 (a classroom-turned-Blackbox theatre)—the class will need to be capped at 15.

9. Estimate of the typical costs for this course, including textbooks and other materials: $100

CWC comment and response:

- The calendar description makes is clear that previous theatre experience and knowledge is required, but the prerequisites do not reflect this, and do not seem to be any kind of guarantee of student success. Will a student with any 45 credits really be prepared for success in this course?
  Devising practice can benefit from a background in Theatre, but the process is interdisciplinary and students without specific Theatre background have been very successful in this class, and as such we are not changing the prerequisites. The calendar description has also been edited to avoid the misdirection.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: THEA 405	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Devising **Course Short Title:** Devising	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Introduces a variety of devising methods to creating an original performance that does not rely on a pre-existing script. In the fall, students explore improvisational techniques and collaborative ensemble creation focused on personal, social, and political narratives. In the winter, students work as an ensemble to develop a performance piece as part of a public-facing showcase. Throughout the course, students enhance their communication and project management skills, apply their knowledge of devising practice, and develop their artistic voice.

Note: This course is offered as THEA 405A and THEA 405B. Students must take both in the same academic year to receive credit.
Note: Mandatory showcase of performances takes place after the last day of classes in late April.
Note: This course requires rehearsal outside of scheduled class time and may require watching a live performance.
Note: Students with credit for THEA 352, THEA 353, or THEA 452 cannot take this course for further credit.

Prerequisites (or NONE):	One of THEA 211, THEA 215, (THEA 112 and THEA 250), or 45 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **THEA 352, THEA 353, THEA 452**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	75
Total hours	**90**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Evaluate contemporary approaches to devised theatre, incorporating theories and practices from diverse disciplines and perspectives including BIPOC creators.
2. Explain how theatre can be used as a tool for social change that engages with local and global communities.
3. Demonstrate how theatre can be created from a range of materials, inspirations, and personal experiences.
4. Create theatre performances through the application of theories and practices of devising.
5. Collaborate effectively with an ensemble and with designers to devise original performances.
6. Apply constructive critique from self, peers, and instructor to improve creative practice.
7. Communicate clearly and professionally in multiple ways (i.e. orally, non-verbally, in written texts, artistic portfolio).

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	55%	Project:	30%	Holistic assessment:	15%
	%		%		%

Details:
Assignments include devised practices analysis, creative research presentation, devised project proposal, devised project presentations, technical requests sheet (i.e. lighting requests, cue sheet, props and costume lists), reflection journal, artistic portfolio.

Project will include collaboratively creating a devised performance, which will require working creatively and professionally with others through a rehearsal process, public presentation, and a self-assessment post-performance.
Holistic assessment includes reciprocal reflection by student and instructor on participation in praxis/applied activities.

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, field trips, seminars, video/film screenings, studio labs, workshops, presentations, performances, weekly meetings with the technical production team.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Other	Heddon & Milling	*Devising Performance: a Critical Theory;* Palgrave Macmillan	2005
2.	Other	Oddey	*Devising Theatre: A Practical and Theoretical Handbook;* Routledge	1994
3.	Other	Mermikides & Smart (Eds.)	*Devising in Process*; Palgrave Macmillan	2010
4.				

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Course Content and Topics

THEA 405A, Fall term:
Process: ways and means of making theatre

- Devising in communities
- Documentary theatre
  - Verbatim theatre
  - Newspaper theatre
  - Theatre for living

From process to product

- Relationship and practice
- Theatre of the oppressed
- Playback theatre
- Forum theatre
- Documentary theatre project

Devising practice

- Analyzing devised productions
- Contemporary devising
- Post-modern performance
- Visual performance project

THEA 405B, Winter term:

Devising processes

- Analysis of devised performance companies and pieces
  - Station House Opera's *The Other Is You*
  - Red Room's *Unstated*
  - Third Angel's *9 Billion Miles from Home*
  - Red Sky Performance's *Miigis: Underwater Panther*
  - Yuyachkani's *The Last Essay*
- Ensemble and solo creations
  - Devising techniques and performance style proposal
  - Ideation
  - Presentation of works-in-progress

Scenographic devising

- Sound
- Video
- Lighting
- Non-animate objects
- Technical needs requests submitted
- Working with technical production team
- Integrating feedback

Devised ensemble projects

- Rehearsal
- Working with designers and production team
- Integrating feedback and clarifying choices
- Preparing for public performance (final rehearsals, technical and dress rehearsals)
- Showcase performances
- Reflection on process and performance

Memo for Course Changes

To: CACC, UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Oct 23, 2024

Subject: Proposal for revision of THEA490: Directed Studies in Theatre

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: Updating the course for the six-year review. We are also reducing the credits from 4 to 3 to be aligned with other third-year offerings across the College of Arts, and to allow for greater breadth of choices for our students, when choosing credits in the upper-level. We have made a slight edit to the LOs.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A

5. Which program areas have been consulted about the change(s)? N/A

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic

Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course aligns with First Peoples' Principles of Learning which supports UFV's commitment to Indigenizing and decolonization. The course emphasizes self-determination and responsibility by allowing students to define their area of interest and construct a personalized plan of study in consultation with a faculty member (Learning Outcomes 1 and 2). This reflects the principle of self-determination, empowering students to take ownership of their learning journey and pursue topics that are meaningful to them. It promotes experiential and holistic learning by offering students the opportunity to engage in creative projects or extended papers (Learning Outcome 3). By drawing from diverse perspectives, bringing together various areas of knowledge, and engaging in self-reflexive learning (Learning Outcome 6), students develop a comprehensive understanding of their chosen topic, reflecting the interconnected nature of Indigenous worldviews.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

The structure of the course actively promotes EDI by offering students the autonomy to explore topics that encompass a wide range of perspectives, including those from marginalized or underrepresented communities. When students define their area of interest and construct a personal learning plan, it gives space for diverse topics, voices, and narratives that may not be included or adequately represented in other classes.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

   N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2005
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: THEA 490	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Directed Studies in Theatre **Course Short Title:** Directed Studies in Theatre	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Pursue in-depth independent study of a particular issue, problem, or topic in theatre not otherwise offered. Students develop detailed individual course proposals in consultation with a faculty member, indicating the readings or other study to be undertaken and how the course will be assessed.

Note: Students may take this course for credit twice under different topics.

Prerequisites (or NONE):	33 university-level credits and department permission.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Supervised directed learning (directed studies only)	60
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **Yes; 1 repeat for credit**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: N/A**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this is a directed studies course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 4, 2024
Faculty Council approval	**Date of meeting:**	December 6, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Propose a course of study on a specific area of interest in consultation with a faculty supervisor.
2. Design a course project in consultation with a faculty supervisor.
3. Research a substantial number of sources.
4. Apply appropriate critical frames to the course project.
5. Demonstrate advanced writing or performance competence as appropriate to the project.
6. Engage in self-reflexive learning.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	40%	Project:	60%		%
	%		%		%

Details:

Assignments may include reading responses, performance analysis, presentations, reflection on process. Project is a research project on a topic (will usually include a written and a performance/ praxis component). Student evaluation to be determined in consultation with faculty member.

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.)*

Weekly discussions with faculty supervisor and, when appropriate, with others.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author	Title and publication/access details	Year
1.			The student will develop a detailed reading list in consultation with the faculty member.	
2.				
3.				

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Example of texts for this course might be:
Ball, David. *Backwards and Forwards: A Technical Manual for Reading Plays*. Carbondale: Southern Illinois University Press, 1983
Bly, Mark, ed. The Production Notebooks: Theatre in Process. Vol. II. New York: Theatre Communications Group, 2001.
Cardullo, Bert, ed. *What is Dramaturgy?* New York: Peter Lang, 1995
Chemers, Michael M. *Ghost Light: An Introductory Handbook for Dramaturgy*. Carbondale: Southern Illinois UP, 2010.
Freeman, Neil, ed. *The Applause First Folio of Shakespeare in Modern Type*. New York: Applause, 2001.Hartley, Andrew James. *The Shakespearean Dramaturg: A Theoretical and Practical Guide*. New York: Palgrave Macmillan, 2005.
Hutton, James. trans. *Aristotle's Poetics*. New York: Norton, 1982.
Irelan, Scott R. and Anne Fletcher, Julie Felise Dubiner. *The Process of Dramaturgy: A Handbook*. Newburyport: Focus, 2010.
Kahn, David and Donna Breed. *Scriptwork: A Director's Approach to New Play Development*. Carbondale: Southern Illinois University Press, 1995
Literary Managers and Dramaturgs of the Americas. www.lmda.org/

Course Content and Topics

Sample topic: Dramaturgy

Introduction to dramaturgy
- Survey the field of dramaturgy
- Create an annotated bibliography of leading and useful sources
- Prepare a dramaturgical analysis of a Shakespeare play e.g. *Much Ado About Nothing*

Applied dramaturgy
- Student works closely with the director on preparing the text and background literary material of the Shakespearean play chosen by the department for production
- Attends rehearsal documenting the progress of the production and providing literary and historical resources to the cast, designers and crew
- Documents the production process with particular emphasis on the evolution of the performance text.
- Conducts open seminar on the role of the dramaturg in a Shakespeare production.

Reflection on learning
- Reflection on learning and the student's experience
- Artistic portfolio submission documenting the experience

Memo for Program Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Nov.11, 2024

Subject: Program change Theatre Major

1. Summary of changes (select all the apply):

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):

The Theatre program underwent its external review in 2021-22. Program changes are in direct response to the external reviewers' recommendations and arise from the Theatre area's response and action plan. Specifically, our program learning outcomes have been refined to emphasize technical, digital, and performance competence through applied learning. We have also altered program course requirements to allow for more breadth in student choices; further supported by a shift in our upper-level courses from 4- to 3-credits. Finally, we have made changes to core courses to streamline offerings toward greater program sustainability, by offering fewer but more capacious upper-level courses.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Please see mapping exercise below.

4. What consideration has been given to Indigenizing the curriculum?

   As previously, at the program level, students are able to take one course that is focused on Indigenous content (THEA 250/ ENGL 253: Introduction to Storytelling in Indigenous, Theatrical, and Global Communities). At this time, Theatre has also revised its courses to engage more thoughtfully in decolonizing and Indigenizing course content and assignment structure, as is detailed in course change memos.

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?

We currently have roughly 10 Theatre majors. The change is expected to increase enrolment in the program over time, as it allows students more choices within the degree. The Theatre major is unlikely to see large growth in program students without a change to facilities (as our production season—which is the most visible element of any post-secondary Theatre program—is currently restricted as we work out of a classroom-turned-Blackbox, with an audience capacity of 40.)

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No.**
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **N/A**
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **No.**
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

THEATRE LEARNING OUTCOMES MAPPING

Upon completion of the Theatre Major, students will be able to:

1. Apply physical, vocal, and analytic skills to create an effective performance
2. Apply technical and design roles in theatre production
3. Apply digital skills, in various mediums, to create and support effective performance
4. Generate creative projects that integrate theoretical frameworks
5. Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work
6. Share research findings effectively across a range of outputs
7. Engage professionally in creative arts collaborations
8. Apply theatre and creative arts methodologies to community-based projects that promote social justice
9. Play a leadership role in interdisciplinary creative projects
10. Identify post-graduation goals and outline plans to achieve them

Program Learning Outcome	Institutional Learning Outcome
1,2,3	Apply knowledge and competencies proficiently
4,5	Examine critically and holistically
6,7	Communicate effectively
7,9	Lead Collaboratively
8,9	Contribute locally and globally Advocate for Equity, Diversity, and Inclusion
10	Engage in Reflection for Action

Theatre major

Students in the Theatre Major gain critical and creative skills that prepare them for diverse career paths, including creative sector management and leadership, education, social and community development, and in all areas of the theatre and performance industry.

The first two years of the program emphasize technical, digital, and performance competence and the application of knowledge and skills in hands-on projects. As students progress through the Major, they explore how theatre can be used as a tool for community engagement and social change, the intersections of live performance and digital technologies, the integration of practice and theory, project-based leadership, and professional skill development.

Program Learning Outcomes

Upon completion of the Theatre Major, students will be able to:

1. Apply physical, vocal, and analytic skills to create an effective performance
2. Apply technical and design roles in theatre production
3. Apply digital skills, in various mediums, to create and support effective performance
4. Generate creative projects that integrate theoretical frameworks
5. Apply critical, creative, and contextual thinking, and awareness of multiple perspectives, to their own and others' work
6. Share research findings effectively across a range of outputs
7. Engage professionally in creative arts collaborations
8. Apply theatre and creative arts methodologies to community-based projects that promote social justice
9. Play a leadership role in interdisciplinary creative projects
10. Identify post-graduation goals and outline plans to achieve them

Fees and additional costs

See the Fees and Other Costs section. Books and additional supplies cost approximately $100–200 per course. THEA 101 includes a materials fee. Additional costs may include theatre tours, workshop fees, art supplies, makeup kits, exercise mats, and active wear suitable for acting classes.

Program outline

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts or Bachelor of Fine Arts section for information on additional requirements. 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: 27 credits

Course	Title	Credits
~~Lower-level performance studies~~		

THEA 101	~~Introduction to~~Experiencing Theatre and Performance ~~Studies~~	3
THEA 105	Reading and Writing About Drama ~~(see Note)~~	3
THEA 112	Acting ~~I: Essentials of Acting~~Fundamentals	3
THEA 121	Technical Theatre I	3
or THEA 123	Technical Theatre II	~~3~~
THEA 203/ ENGL 233	Performance History I: Antiquity to 1900	3
or THEA 204/ ENGL 234	Performance History II: 1900-Present	
THEA 205	Performance Studies	3
One of:		3
THEA 211	Intermediate Acting: Scene Study	
THEA 215	Intermediate Acting: Voice and Body	
THEA 225	Digital Skills for Theatre and Performance	
THEA 250/ ENGL 253	Storytelling	
One of:		3
THEA 199	Introduction to Technical Production	
THEA 299	Theatre Production Practicum	
Plus:		3
THEA	Any 100- or 200-level THEA courses, not to include THEA 111 or THEA 210.	

~~Note: This requirement may be met by ENGL 130 if previously completed.~~

Upper-level requirements: ~~31~~30-34 credits

Course	Title	Credits
~~Upper-level performance studies~~THEA 304	Applied Theatre	3
One of:		~~4~~3
~~THEA 301/ ENGL 365~~	~~Theatrical Modernisms~~	~~-~~
~~THEA 302~~	~~Canadian Performance History~~	~~-~~
THEA 303	Gender and Performance	~~-~~
~~THEA 304~~	~~Applied Theatre~~	~~-~~
~~THEA 305~~	~~Theatre for Young Audiences~~	~~-~~
~~THEA 306/ MUSC 306~~	~~History of Musical Theatre~~	~~-~~
THEA 307	Intercultural ~~Theatre and~~ Performance	~~-~~
THEA 360	Special Topics in Performance Studies	
~~Upper-level creative practice~~		
One of:		~~4~~3

THEA 311	Digital Performance and Storytelling	-
THEA 312	~~Acting III:~~ Advanced ~~Scene Study and Auditioning~~Approaches to Acting	-
~~THEA 314~~	~~Postmodern Approaches to Physical Performance~~	-
~~THEA 315~~	~~Voice and Body II~~	-
THEA 316	Special Topics in ~~Acting and~~ Performance Practice	-
~~THEA 351~~	~~Directing I~~	-
~~THEA 352~~	~~Devised Theatre I~~	-
~~THEA 370~~	~~Design for the Theatre~~	-
~~THEA 399~~	~~Intermediate Practicum in Theatre~~	-
~~Theory requirement~~		
SOCA 401	Critical Theory for Creative Arts	3
~~Capstone requirement~~		
~~One of:~~		~~4~~
THEA ~~451~~404	Directing ~~II~~	~~-~~6
or THEA ~~452~~405	~~Devised Theatre II~~Devising	-
~~THEA 490~~Plus:		~~Directed Studies in Theatre~~12-14
~~THEA 499~~	~~Advanced Practicum in Theatre~~	-
Upper-level ~~Theatre~~ electives	Any four AH, FILM, MEDA, SOCA, THEA, or VA 300- or 400- level. At least two of these must be THEA.	
~~Plus:~~	~~Four additional upper-level THEA courses~~	~~16~~

Note 1: Students planning to take upper-level acting courses should review prerequisites for these courses when selecting lower-level Theatre electives.

Note 2: Students may use only six credits of lower-level practicum courses and eight credits of upper-level practicum courses toward meeting the requirements for the Theatre major. Students may use up to three additional lower-level practicum credits to meet BA electives.

Note 3: Most upper-level ~~performance studies and creative practice~~THEA courses are offered in alternating years.

Memo for Program Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Nov.11, 2024

Subject: Program change Theatre Extended Minor and Theatre Minor

1. Summary of changes (select all the apply):

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):

The Theatre program underwent its external review in 2021-22. Program changes are in direct response to the external reviewers' recommendations and arise from the Theatre area's response and action plan. Specifically, our program learning outcomes have been refined to emphasize technical, digital, and performance competence through applied learning. We have also altered program course requirements to allow for more breadth in student choices; further supported by a shift in our upper-level courses from 4- to 3-credits. Finally, we have made changes to core courses to streamline offerings toward greater program sustainability, by offering fewer but more capacious upper-level courses.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Please see mapping exercise below

4. What consideration has been given to Indigenizing the curriculum?
   As previously, at the program level, students are able to take one course that is focused on Indigenous content (THEA 250/ ENGL 253: Introduction to Storytelling in Indigenous, Theatrical, and Global Communities). At this time, Theatre has also revised its courses to engage more thoughtfully in decolonizing and Indigenizing course content and assignment structure, as is detailed in course change memos.

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?
   We currently have roughly 12 Theatre minors/ extended minors. The change is expected to increase enrolment in the program over time, as it allows students more choices. The minor/ extended minor

are unlikely to see large growth in program students without a change to facilities (as our production season—which is the most visible element of any post-secondary Theatre program—is currently restricted as we work out of a classroom-turned-Blackbox, with an audience capacity of 40.)

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No.**
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **N/A**
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **No.**

THEATRE LEARNING OUTCOMES MAPPING

Upon completion of the Theatre extended minor students will be able to:

1. Apply technical and design roles in theatre production
2. Apply digital skills, in various mediums, to create and support effective performance
3. Apply physical, vocal, and analytic skills to create an effective performance
4. Generate creative projects that integrate theoretical frameworks
5. Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work
6. Share research findings effectively across a range of outputs
7. Play a leadership role in interdisciplinary creative projects
8. Engage professionally in creative arts collaborations

Program Learning Outcome	Institutional Learning Outcome
1,2,3	Apply knowledge and competencies proficiently
4,5	Examine critically and holistically
6,7, 8	Communicate effectively
7	Lead collaboratively
7	Contribute locally and globally

Upon completion of the Theatre Minor, students will be able to:

1. Apply physical, vocal, and analytic skills to create an effective performance
2. Apply technical and design roles in theatre production
3. Generate creative projects that integrate theoretical frameworks
4. Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work
5. Engage professionally in creative arts collaborations

Program Learning Outcome	Institutional Learning Outcome
1,2	Apply knowledge and competencies proficiently
3,4	Examine critically and holistically
5	Communicate effectively

Theatre extended minor

This extended minor can be applied to any degree program at UFV, provided the degree accepts extended minors. This section specifies the extended minor discipline requirements only. Please refer to the specific degree section for information on additional requirements, declaration eligibility, and residency requirements. ~~Program learning outcomes are available on the Theatre department website, **ufv.ca/theatre**.~~

The Theatre extended minor can be combined with another creative practice program only in the Bachelor of Fine Arts degree. Creative practice programs are offered in Creative Writing, Graphic and Digital Design, Theatre, and Visual Arts. Students interested in exploring the inter- and transdisciplinary connections between theatre and another area of creative practice will be well served by this program option and will be well prepared for career pathways and future engagement in creative arts, as artists, administrators, and art educators.

Theatre Extended Minor Learning Outcomes

Upon completion of the Theatre extended minor students will be able to:

1. Apply technical and design roles in theatre production
2. Apply digital skills, in various mediums, to create and support effective performance
3. Apply physical, vocal, and analytic skills to create an effective performance
4. Generate creative projects that integrate theoretical frameworks
5. Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work
6. Share research findings effectively across a range of outputs
7. Play a leadership role in interdisciplinary creative projects
8. Engage professionally in creative arts collaborations

Lower-level requirements: ~~18~~ 21 credits

Course	Title	Credits
THEA 101	~~Introduction to~~Experiencing Theatre and Performance ~~Studies~~	3
~~THEA 105~~	~~Reading and Writing About Drama (see Note 1)~~	~~3~~
THEA 112	~~Acting I: Essentials of~~ Acting Fundamentals	3
THEA 121	Technical Theatre I	3
or ~~or~~ THEA 123	Technical Theatre II	
~~THEA 203/ ENGL 233~~	~~Performance History I: Antiquity to 1600~~	~~3~~
~~**or** THEA 204/ENGL 234~~	~~Performance History II: 1600–1900~~	~~-~~

THEA 205	Performance Studies	3
THEA 199	Introduction to Theatre Production	3
or THEA 299	Theatre Production	
Plus:	~~One~~ Two additional lower-level THEA courses	~~3~~6

~~Note 1: This requirement may be met by ENGL 130 if previously completed.~~

Note 12: ~~Students can use only three credits from THEA 299 to fulfill the lower-level requirements for the Theatre extended minor.~~ Students may use a maximum of ~~six~~ three additional practicum credits drawn from THEA 290 ~~, 291~~ or 295 toward elective credits in any UFV degree program, including the BA or BFA.

Note ~~3~~2: Students are advised to select lower-level theatre courses that are prerequisites for the upper-level theatre courses that are of interest to them. See the course description section of the calendar for more information.

Upper-level requirements: ~~19-21~~50 credits

Course	Title	Credits
~~Upper-level performance studies~~		
THEA 304	Applied Theatre	3
One of:		3~~-4~~
~~SOCA 401~~	~~Critical Theory for Creative Arts~~	~~-~~
~~THEA 301/ ENGL 365~~	~~Theatrical Modernisms~~	~~-~~
~~THEA 302~~	~~Canadian Performance History~~	~~-~~
THEA 303	Gender and Performance	
~~THEA 304~~	~~Applied Theatre~~	~~-~~
~~THEA 305~~	~~Theatre for Young Audiences~~	~~-~~
~~THEA 306/ MUSC 306~~	~~History of Musical Theatre~~	~~-~~
THEA 307	Intercultural Theatre and Performance	
THEA 360	Special Topics in Performance Studies	
~~Upper-level creative practice~~		
One of:		3~~4~~
THEA 311	Digital Performance and Storytelling	

THEA 312	~~Acting III: Advanced Scene Study and Auditioning~~Advanced Approaches to Acting	
~~THEA 314~~	~~Postmodern Approaches to Physical Theatre~~	~~-~~
~~THEA 315~~	~~Voice and Body II~~	~~-~~
THEA 316	Special Topics in ~~Acting and~~ Performance Practice	
~~THEA 351~~	~~Directing I~~	~~-~~
~~THEA 352~~	~~Devised Theatre I~~	~~-~~
THEA 370	~~Design for the Theatre~~Scenography	
THEA 399	Intermediate Practicum in Theatre	
~~**Upper-level Theatre electives**~~		
Plus: ~~Three additional upper-level THEA courses~~		~~12~~6
THEA	Any 300- or 400-level THEA courses	

Note: Students should note that most upper-level theatre courses are offered every other year. Please contact the Theatre department at **theatre@ufv.ca** for information on which courses are being offered.

Theatre minor

This minor can be applied to any degree program at UFV, provided the degree accepts minors. This section specifies the minor discipline requirements only. Please refer to the specific degree section for information on additional requirements, declaration eligibility, and residency requirements. ~~Program learning outcomes are available on the Theatre department website, **ufv.ca/theatre**.~~

Theatre Minor Learning Outcomes:

Upon completion of the Theatre Minor, students will be able to:

1. Apply physical, vocal, and analytic skills to create an effective performance
2. Apply technical and design roles in theatre production
3. Generate creative projects that integrate theoretical frameworks
4. Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work
5. Engage professionally in creative arts collaborations

Lower-level requirements: 15~~12~~ credits

Course	Title	Credits
THEA 101	Experiencing Theatre and Performance~~Introduction to Theatre and Performance Studies~~	3
Plus:	~~Three~~Four additional lower-level THEA courses	12~~9~~

Note: Students are advised to select lower-level theatre courses that are prerequisites for the upper-level theatre courses that are of interest to them. See the course descriptions section of the calendar for more information.

Upper-level requirements: 15 ~~-16~~ credits

Course	Title	Credits
~~**Upper-level performance studies**~~		
One of:		3~~-4~~

~~SOCA 401~~	~~Critical Theory for Creative Arts~~	
~~THEA 301/ ENGL 365~~	~~Theatrical Modernisms~~	
~~THEA 302~~	~~Canadian Performance History~~	
THEA 303	Gender and Performance	
THEA 304	Applied Theatre	
~~THEA 305~~	~~Theatre for Young Audiences~~	
~~THEA 306/ MUSC 306~~	~~History of Musical Theatre~~	
THEA 307	Intercultural Theatre and Performance	
THEA 360	Special Topics in Performance Studies	
~~**Upper-level creative practice**~~		
One of:		~~4~~3~~-4~~
THEA 311	Digital Performance and Storytelling	
THEA 312	~~Acting III: Advanced Scene Study and Auditioning~~Advanced Approaches to Acting	
~~THEA 314~~	~~Postmodern Approaches to Physical Performance~~	
~~THEA 315~~	~~Voice and Body II~~	
THEA 316	Special Topics in ~~Acting and~~ Performance Practice	
~~THEA 351~~	~~Directing I~~	
~~THEA 352~~	~~Devised Theatre I~~	
THEA 370	~~Design for the Theatre~~Scenography	
THEA 399	Intermediate Practicum in Theatre	
~~**Upper-level Theatre electives**~~		
Plus:	~~Two~~ Any 300- or 400-level ~~additional upper-level~~ THEA courses	~~8~~9~~-12~~

Note: Students should note that most upper-level theatre courses are offered every other year. Please contact the Theatre department at **theatre@ufv.ca** for information on which courses are being offered.

Memo for Program Changes

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Nov.11, 2024

Subject: Program change Theatre Diploma

1. Summary of changes (select all the apply):

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):

   The Theatre program underwent its external review in 2021-22. Program changes are in direct response to the external reviewers' recommendations and arise from the Theatre area's response and action plan. Specifically, our program learning outcomes have been refined to emphasize technical, digital, and performance competence through applied learning. We have also altered program course requirements to allow for more breadth in student choices; further supported by a shift in our upper-level courses from 4- to 3-credits. Finally, we have made changes to core courses to streamline offerings toward greater program sustainability, by offering fewer but more capacious upper-level courses.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Please see mapping exercise below.

4. What consideration has been given to Indigenizing the curriculum?

   As previously, at the program level, students are able to take one course that is focused on Indigenous content (THEA 250/ ENGL 253: Introduction to Storytelling in Indigenous, Theatrical, and Global Communities). At this time, Theatre has also revised its courses to engage more thoughtfully in decolonizing and Indigenizing course content and assignment structure, as is detailed in course change memos.

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?

   The change is not expected to shift enrolment in the program. It is simply updating core classes.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

   No.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)
   N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

   No.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

THEATRE LEARNING OUTCOMES MAPPING

Upon completion of the Theatre Diploma, students will be able to:

1. Apply technical and design roles in theatre production
2. Apply digital skills, in various mediums, to create and support effective performance
3. Apply physical, vocal, and analytic skills to create a credible and effective performance
4. Identify post-graduation goals and outline plans to achieve them
5. Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work
6. Contribute to interdisciplinary creative projects
7. Communicate effectively in a range of contexts
8. Engage professionally in creative arts collaborations

Program Learning Outcome	Institutional Learning Outcome
1,2,3	Apply knowledge and competencies proficiently
5	Examine critically and holistically
7,8	Communicate effectively
6,8	Contribute locally and globally
4	Engage in Reflection for Action

Theatre diploma

The Theatre diploma is a 60-credit program that introduces students to all areas of theatre, including acting, stagecraft, and performance studies. All students enrolled in the diploma gain applied, practical experience by working on UFV Theatre productions.

The Theatre diploma is for anyone interested in learning more about theatre, the performing arts, or performance studies. It is suitable for people from a wide range of backgrounds, including direct-entry from secondary school, international students, mature students, adults who wish to access life-long learning opportunities, and Indigenous students. Applicants do not need to have theatre experience.

Students graduate from the Theatre diploma with enhanced performance and stagecraft skills, a deep appreciation of theatre and performance, and the ability to collaborate and communicate effectively. ~~Program learning outcomes are available on the Theatre department website, **ufv.ca/theatre**.~~

Theatre Diploma Learning Outcomes

Upon completion of the Theatre Diploma, students will be able to:

1. Apply technical and design roles in theatre production
2. Apply digital skills, in various mediums, to create and support effective performance
3. Apply physical, vocal, and analytic skills to create a credible and effective performance
4. Identify post-graduation goals and outline plans to achieve them
5. Apply creative, critical and contextual thinking, and awareness of multiple perspectives, to their own and others' work
6. Contribute to interdisciplinary creative projects
7. Communicate effectively in a range of contexts
8. Engage professionally in creative arts collaborations

Entrance requirements

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Students with university-level credit must have a grade point average of 2.00 on all credits attempted. Transcripts must be submitted to substantiate this.
3. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

Students who do not meet these requirements might consider **Qualifying Studies**.

When to apply

Applications are accepted for entrance to the Fall and Winter semesters. For application deadlines, see **Specific intake application process**.

How to apply

1. Apply online at ufv.ca/admissions/apply.

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent.
- Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.

2. Students who have attended a post-secondary institution must submit an official transcript (sealed envelope) for each institution attended, whether or not they have completed courses there.
3. Upon admission to the program applicants will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.
4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements are due the beginning of August.

If applicants meet all of the entrance requirements, but the program is full, they will be given an opportunity to register in **Qualifying Studies**. Should a space become available at a later date, they will be contacted.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Fees and additional costs

See the **Fees and Other Costs** section. Books and additional supplies cost approximately $100–200 per course. Additional costs may include theatre tours, workshop fees, art supplies, makeup, exercise mats, and suitable acting-class clothing.

Program duration

The Theatre diploma is two years in duration and is completed in a full-time capacity.

Part-time students

Students who attend UFV part-time, or who are enrolled in other programs, may take any available theatre course for which they have the prerequisites. Part-time students wanting to complete the

Theatre diploma should consult the calendar or meet with an Advisor to ensure they are completing the appropriate courses in the correct sequence.

Location

The Theatre department's facilities are located ~~at the CEP and Yale Road campus locations in Chilliwack. Most classes are held at CEP and most activities related to the department's production season are carried out in the performance theatre on Yale Road. The department also offers courses in Abbotsford.~~**on the Abbotsford campus.**

Program outline

Course	Title	Credits
THEA 101	Experiencing Theatre and Performance~~Introduction to Theatre and Performance Studies~~	3
THEA 105	Reading and Writing About Drama	3
THEA 121	Technical Theatre I	3
or THEA 123	Technical Theatre II	~~3~~
THEA 199	Introduction to Technical Production	3
THEA 299	Theatre Production Practicum	3
One of:		3
THEA 111	~~Acting~~ Performance Skills for Work and Life	
THEA 112	Acting Fundamentals~~I: Essentials of Acting~~	
THEA 250/ ENGL 253	~~Introduction to~~ Storytelling ~~in Indigenous, Theatrical, and Global Communities~~	
~~**Plus:**~~		~~-~~
Plus:	21 credits selected from THEA courses	21
Plus:	Six~~Nine~~ credits from AH, FILM, MEDA, SOCA, or VA ~~GD, MACS,~~ or ENGL courses designated as creative writing	~~6~~9
Plus:	15 additional credits selected from any subject, including THEA	15

Note 1: Students planning to use the diploma to transfer into a Bachelor of Arts, Bachelor of Fine Arts, or other program should meet with an Advisor to ensure they select electives that meet the requirements of that program.

Note 2: Students planning to transfer into the Bachelor of Arts, Theatre major should consult the calendar or meet with an Advisor to ensure they select courses and electives that meet the requirements of the Theatre major.

Note 3: Students should be aware that many Theatre courses at the 200 level and above have specific prerequisites.

~~**Work Study**~~

~~The Theatre department participates in UFV's Work Study program. Contact the **Centre for Experiential and Career Education** for more information.~~

~~**Program continuance**~~

~~All students accepted into the Theatre diploma program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum CGPA of 2.00 on all courses.~~

Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or higher) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the **Academic standing and undergraduate continuance** section of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of nine credits at the start of students' academic careers and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

For assistance, see an Advisor or contact **advising@ufv.ca**.

Readmission

Students who have been required to withdraw from UFV under the **Undergraduate Continuance policy (92)** are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Graduation requirements

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Academic Advisor. To be eligible to graduate, students must have completed the Theatre diploma program with a minimum program GPA of 2.00 and a minimum CGPA of 2.00 calculated on all 100-level or higher UFV courses attempted.~~To be eligible to graduate, students must achieve a cumulative GPA of 2.00.~~ Diploma candidates who qualify to receive a UFV Theatre diploma must be approved by UFV Advising and the Senate.

Students must apply for graduation in the first month of their final semester. Visit the **Graduation webpage** for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.

Memo for Program Change

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Nov. 14, 2024

Subject: Program change Visual Arts Major

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**: Error correction**

2. Rationale for change(s):

While the last change to the VA major program was approved by UEC in Nov. 2024, in October 2024 an editorial error in the "Additional requirements for BFA with a Visual Arts major" was noted, namely, that the requirements in this part of the document did not match the requirements listed earlier, in keeping with changes to core courses.

To correct this error, I have worked closely with Paula Funk to update these additional requirements to ensure the calendar copy is now coherent.

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?
   This editorial error correction does not shift curriculum here. As it stands, at the program level, students are required to take one course that is focused on Indigenous content (AH 204, AH 321, FILM 313, or SOCA 301). The materials and methods list includes the option of IPK 277 and THEA 250.

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?

   This change will fix the existing error. This correction will allow us to return to a corrected Calendar Copy.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

Visual Arts Major: Program Learning Outcomes

1. Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.
2. Articulate formal and conceptual links between visual art theory and practice.
3. Create artworks that investigate themes, ideas and/or theories.
4. Collaborate effectively, respectfully, and creatively with diverse peers and community members
5. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.
6. Critically analyze visual art and visual culture from inclusive, equitable, and diverse perspectives
7. Communicate knowledgably and with humility for a range of creative contexts and audiences.
8. Apply methods for generating, investigating, and responding to creative research questions.
9. Behave ethically in relation to creative practices
10. Articulate why art matters – to themselves and to communities, throughout the past, present, and future.
11. Engage with contemporary practices in visual art exhibition development and installation

CWC comment and response:

- The proposed language for the Declaration Requirements section now matches that of the Graphic and Digital Design major. However, is there value in specifying a minimum letter grade, such as a C, in the nine credits applicable to the major?
  Our SOCA curriculum committee reviewed this and felt that CGPA requirement for the 30 credits is sufficient.

Visual Arts major

This section specifies the Visual Arts major requirements only. Please refer to the **Bachelor of Fine Arts** section for information on admissions, declaration of a major, and BFA requirements. Students completing the **Visual Art diploma** or the **Indigenous Arts certificate** should consult with an Academic Advisor regarding laddering into this major in the BFA degree.

Program outline

Students must complete requirements in five areas:

- Visual Arts core: 52-53 credits
- Materials and methods: 12 credits
- Advanced and thematic approaches: 9 credits
- Art practice in the world: 3-4 credits
- Creative practice and critical studies breadth: 9 credits

Visual Arts core: 52-53 credits

Course	Title	Credits
AH 100	History of Art and Culture in a Global Context	3
AH 200	Art History and Its Methods	3
SOCA 100	Ways of Seeing Art, Digital Media, and Visual Culture	3
SOCA 201	Introduction to Visual Studies	3
SOCA 401	Critical Theory for Creative Arts	3
SOCA 402	Seminar in Visual Studies	3
VA 100	Introduction to Visual Art	3
VA 110	Creating on a Theme	3
VA 113	Introduction to Drawing	3
VA 260	Professional Skills for Visual Artists	3
VA 300	Creative Research Methods	3
VA 301	Creative Praxis	3
VA 360	Professional Development and Practices	3
VA 405	Senior Studio Project	6
One of:		3-4
AH 204	Indigenous Art of the Northwest Coast	
AH 321	Canada: Contact Zone	
FILM 313	Indigenous Film	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	
Plus:		3

AH	Any 300-level AH course	

Materials and methods: 12 credits

Course	Title	Credits
VA	200-level VA courses	9
One of:		3
FILM 260	Video Production Techniques I	
FILM 261	Video Production Techniques II	
IPK 277	Indigenous Art: Stories and Protocols	
MEDA 210	Digital Concept Art	
MEDA 270	3D Modeling and Animation I	
MEDA 280	Game Engines I	
THEA 250	Introduction to Storytelling in Indigenous, Theatrical, and Global Communities	
VA	Any 200-level VA course	

Advanced and thematic approaches: 9 credits

Course	Title	Credits
VA	300- or 400-level VA courses	6
One of:		3
FILM 360	Video Production III: Storytelling and the Director	
FILM 361	Video Production IV: Short Film Project	
VA	Any 300- or 400-level VA course	

Art practice in the world: 3-4 credits

Course	Title	Credits
One of:		3-4
AH 230	Issues in Exhibition	
AH 330	Museum Principles and Practices	
AIS 380	Practicum/Internship I (formerly ARTS 380)	
THEA 304	Applied Theatre and Performance Methods	
THEA 399	Intermediate Practicum in Theatre	
VA 391	Socially Engaged Art Practices	
VA 392	Public Art	

Creative practice and critical studies breadth: 9 credits

9 credit selected from AH, ENGL (courses specified as Creative Writing only), FILM, GD, MEDA, MACS, THEA, or VA courses, 100-level or higher.

Additional requirements for BFA with a Visual Arts major

Additional program requirements will be met in part by fulfilling the requirements noted above. The following must also be included in the 120 credits required for the BFA:

- At least 15 upper-level credits that count towards the major must be completed at UFV.
- The following courses must be completed at UFV, and may not be acquired through transfer or PLAR: ~~AH 401/VA 401, VA 402, AH 403/VA 403, and VA 404~~. SOCA 401, SOCA 402, and VA 405.
- ~~Within the 20 Art History credits required for the major, students must take one of AH 204 or AH 321.~~

Declaration requirements

Students declaring the Visual Arts major must have completed 30 credits, with a CGPA of 2.0 or better. At least nine of the 30 credits completed must be applicable to the Visual Arts major. ~~must complete the following six courses with a CGPA of 2.33:~~

~~VA 113 or VA 225 (formerly VA 101)~~

- ~~VA 115~~
- ~~VA 116~~
- ~~VA 119 or VA 180~~
- ~~Two Art History courses~~

See the **BFA** section for more information on the declaration process.

MEMO

To: UEC

From: Dr. Afia Raja, Head, Department of Planning, Geography, and Environmental Studies (PGES)

Date: 2025-02-24

Re: Overview of Geography program changes

Overview

During Summer 2024, the department of Planning, Geography, and Environmental Studies (PGES) undertook a redesign of their Geography programs. The aim was to make the Geography major more flexible, more future-looking, and more focused specifically on geographic thinking and training.

In Fall 2024, proposed changes for Geography programs and courses are being sent to FSCC and subsequent committees for review. They are being sent to CACC for information. This memo provides a summary rationale for these changes. Additional details on specific revisions can be found in the program-specific memos.

The proposed changes requiring review and approval include:

Beginning Review at FSCC in September 2024:

1. New courses: GEOG 160, GEOG 256, GEOG 325
2. Course migration from GEOG to ENV (GEOG to ENV 111, GEOG 331 to ENV 331, GEOG to ENV 412)
3. Discontinuance of concentrations in Geography
4. New program requirements, Geography major, minor, and Honours
5. Course discontinuances (15 in total; omnibus memo)

Remaining changes will be sent to FSCC and subsequent review committees in October or Novemer. These include:

6. Program suspension: Geography extended minor
7. Course cross-list removals (6 in total, omnibus memo)
8. Course migrations from GEOG to PLAN (GEOG to PLAN 460)
9. Course revisions (including credit reduction from 4 to 3 credits on most courses) and six-year updates, multiple

We are submitting the first batch of materials (1-5) for review, asking that FSCC take them up in the order listed above. This is because the revised calendar copy (#4) for the major, minor, and extended minor incorporates new (#1) and revised (#2) courses, and also excludes reference to concentrations (#3).

Background

These changes were precipitated and informed by several factors related to internal capacity, organizational change, and institutional program mix. These factors and their impact include:

1. **New Program Spun Off from Geography:** The introduction, since Fall 2019, of three new degree programs: The Bachelor of Environmental Studies (BES), the BES (Natural Sciences), and the Bachelor of Regional and Community Planning (BRCP). Each of these programs grew out of the Geography program and were initiated and led by Geography faculty. Notably, the Geography major previously housed concentrations in Environmental Studies and currently in Urban Studies & Planning.
    a. **Impact**: PGES/ Geography needed to consider what its role is distinct from these new degree programs.
    b. **Result:** PGES/ Geography committed to refocusing its curriculum that emphasizes the critical and ethical utilization of spatial skills and analyses that are the hallmark of the discipline, and to migrate courses that are more centered on Environmental Studies or Planning to those program areas/ course prefixes. Geography courses are still essential to these other program areas, so long as their role is in robust disciplinary training and interpretation.
2. **Organizational Change:** The dissolution of the School of Land Use and Environmental Change in 2023, resulted in the subsequent distribution of faculty and programs into two new departments: PGES and Geoscience. The department of Geoscience houses the (now suspended) Physical Geography major, minor, and Honours programs and the GIS certificate program. This department also houses most of the physical geography courses that were once a major part of the Geography major. While Geoscience faculty plan a new future direction for their area, many of the Geography courses offered by this department will not continue in their current form.
    a. **Impact**: PGES/ Geography considered whether to redesign the Geography programs as more specifically Human Geography programs.
    b. **Result:** PGES/ Geography decided not to redesign their programs more narrowly as Human Geography, and they committed to continuing with Geography curriculum that is integrative rather than subdivided. This means removing the previous structure which requires students to take courses in each sub-discipline (human, physical geography) in parallel to one another in each year of the program. It also required a redesign of the 'entry' (year one) into geographic study, with a new common first year course (GEOG 160) and a choice of another first-year course (ENV 111 or GEOG 130), all three of which are integrative of approaches and habits of mind that are found in human and physical geography.
3. **Faculty Capacity and Constitution:** Changes in the PGES faculty complement teaching Geography. Five of the six full-time faculty members in this department are relatively new, with fewer than six years spent in tenure-track/ tenured positions at UFV. A seventh is not teaching in the program (serving instead in research and advisory roles). The department recently lost a more senior member, who they are looking to replace to rebuild their faculty capacity.
    a. **Impact**: Revisions to the Geography programs are needed to ensure that new and recently hired faculty across PGES and its programs have space within the curriculum to grow their teaching specialties. Multiple courses previously 'owned' primarily by faculty who are no longer teaching in the department or who have left UFV need to be removed from course rotation and calendar to make room for future course development by new hires.
    b. **Result:** PGES/ Geography is proposing removal of 14 courses from Geography. It is also seeking removal of six cross-lists.

4. Geography programs need to do more than change incrementally to anticipate seismic shifts in the career fields (most notably in public sector and non-profit organizations) that employ geographers. These include: a) the need to reframe debates over space and spatial knowledge in ways that do more than 'make space' for Indigenous content, and instead shift towards greater equity for Indigenous spatial knowledges, approaches, and rights within disciplinary practices, and b) the acceleration in AI technology which will democratize—but without sufficient guardrails—the use of geographic data, knowledge, and technologies, e.g., GIS.

    a. **Impact**: PGES/ Geography needed to evaluate the continued reliance on a decades-long model of Geography curriculum organization. We note that this is a model in place across most Canadian geography departments.

        i. This aging and inflexible model organized courses into two subdiscipline 'ladders' (100-level physical and human geography, up to 400-level physical and human geography) with courses organized parallel to rather than in symbiosis with one another. This model lacks internal cohesion, and over-relies on quantitative and GIS training as a connective thread.

        ii. PGES needed to create a program grounded in core geographic practices and habits, while leaving flexibility for learners to still take courses in sub-specialties. In this model, the subfields of human and physical geography are not the dominant organizing framework. The proposed model seeks to capitalize on and magnify the power of active integrative and holistic approaches endemic to Geography as a discipline.

    b. **Result:** PGES/ Geography identified an updated set of 10 program learning outcomes (PLOs, Table 1). Students in each Geography program will meet these outcomes at varying levels, depending on program choice and requirements (e.g., major or minor). In addition, PGES/Geography identified six themes for its existing and future courses with the GEOG prefix (Figure 1).

    To meet these outcomes, PGES is introducing two new core lower-level courses (GEOG 160 and GEOG 256), and is redesigning two others: GEOG 252 and GEOG 257. The new program design is focused on holistic geographic habits of mind (e.g., human-environment relationships) and on geographic skills and ethics in quantitative and qualitative skills, geographic visualization, and applied GIS. Note that the PLOs do not specify required learning specific to human or physical geography. Each of the PLOs would be of relevance to learners with a preference for more natural/physical science study within Geography.

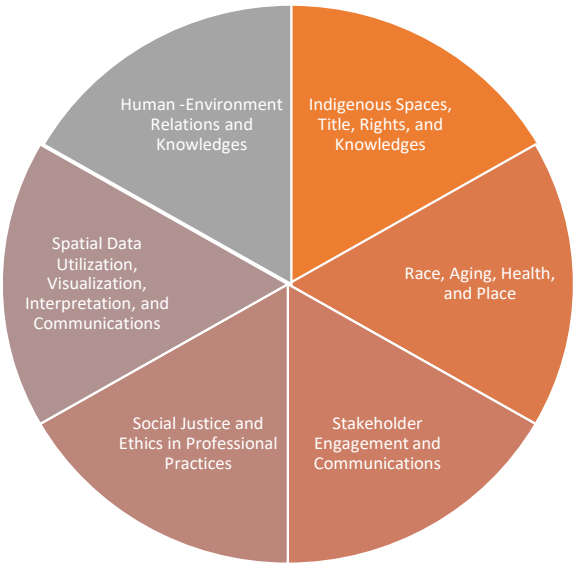
Table 1: Updated Program Learning Outcomes for Geography Programs, and Alignment with Institutional Learning Outcomes

Level of proficiency for each outcome is noted afterward, and is reflective of expectations for graduates of the Geography major program.

Program Learning Outcome	ILO #
1. Ethically utilize **foundational data and knowledge collection** practices and analysis tools for both discrete and non-discrete phenomena, including: data discovery and knowledge systems, and **OCAP** principles (Foundation)	1, 5, 7
2. Explain historic and current **land-claims processes,** particularly in BC, and how these will reshape geographies within Canada (Foundation)	5

3.	Discuss relationships between different phenomena at different **scales** across human and physical geographies (Foundation)	1, 7
4.	Explore concepts and geographic connections between human and environmental **health** ("one health") and how these shape human and **place-based** practices and **sustainability** (Foundation)	1, 2
5.	Adapt, identify, and apply **appropriate geographic tools** for specific and real-world problems and contexts (Intermediate)	1, 2
6.	Assess **ethical** conundrums and **decision-making** strategies in professional/ community contexts (Intermediate)	1, 4, 5, 7
7.	Utilize appropriate, **inclusive**, audience-specific **communications** tools and reflect on their effectiveness (Intermediate)	3, 7, 8
8.	Analyze connections between **climate change** and **varied spatial patterns**, phenomena, and trends (e.g., demography, health, etc.) at different **scales** (local, regional, global) (Intermediate-Advanced)	1, 5, 7
9.	Contribute to **place-based,** inclusive, geographically-informed **solution-building** with and within communities (Intermediate-Advanced)	4, 6, 7, 8
10.	Reflexively engage in **critical thinking** practices that **interrogate** knowledges, systems, information sources, technologies, landscapes, and geographic trends (Advanced)	1, 2

Figure 1: Six Themes for UFV Geography Programs



Memo for New Course

To: UEC

From: Dr. Afia Raja, Head, PGES

Date: 10 October 2024

Subject: Proposal for new course GEOG 160: Settlements: Why We Live Where We Do

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):

   GEOG 160: Settlements: Why We Live Where We Do is being introduced as a replacement for GEOG 140: Human Geography. GEOG 140 is being discontinued to make room for the new GEOG 160.

   As part of the redesign of the Geography program, new and revised foundational courses were identified as key to refocusing the learning around core geographic skills and practices. These courses are designed to move away from the past practice of launching a student's major program through one of its subfields, Human Geography, rather than through a more holistic geographic approach. As the replacement, GEOG 160 adopts a more integrative approach to critically consider settlement patterns, histories, ecologies, relationships with natural systems, and futures.

   The revised Geography program has identified the following connective subject-matter threads to run through most GEOG courses: *1) human-environment relationships; 2) Indigenous knowledges, geographies, rights, title, and land claims; 3) race, gender, aging, and health; 4) social justice and professional ethics; 5) spatial data visualization, interpretation, and communications; and 6) stakeholder engagement.* GEOG 160 designed to integrate learning around numbers 1, 2, 3, and 5.

   In addition, GEOG 160 also meets a core requirement of accreditation for the Planning program (BRCP), that of coursework related to settlements.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course learning outcome	Aligns with ILO
Discuss how settlements emerge in relationship to and, at times, in conflict with natural systems (topography, hydrology, ecology, etc.).	2, 5 (content; class activities; throughout assessment)
Discuss how colonization influenced the progression of settlements, and their ongoing impacts on culture worldwide.	2, 5 (content; activities and assignments, exam)
Develop preliminary assessments of settlement patterns through use of online geographic data and tools (census, Google Earth, etc.).	1 (content, class activities, assignments, exam)
Analyse relationships between spatial trends (population growth, economic influence, land rights, and internal geographies) at local and global scales.	1,2,5 (content, class activities)
Illustrate using local and global examples the relationship between relationship size and other trends, including growth rate, influence across multiple scales, and internal geographies.	1, 2 (content; activities and assignments)

Explain how different cultures (including Indigenous cultures) influence settlement geographies through varied conceptions and systems of property (commons, private, etc.).	1, 2, 5 (content; class activities; assignment/ examination)
Reflect on how one's connection to home and community are shaped by cultural, environmental, and global relationships.	2, 5 (content, class activities)
Assess the strengths and vulnerabilities of settlements in the face of changing climate and technologies.	2 (content, exam)
Examine one's own personal and cultural biases in regard to how communities should adapt to future technological and environmental shifts.	6, 8 (class discussion, class and individual activity)

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

This course will not be a requirement in other programs at this time, but PGES is open to discussing its inclusion in other program areas.

4. Which program areas have been consulted about the course?

Faculty of Science programs. The course is being sent to CACC for information.

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 is grounded in geographic practices designed to interrogate systems and patterns of settlement across cultural and ecological systems. In doing so, it asks students to question assumptions of what constitute dominant forces in human settlements, including colonial expansion, private property rights, sedentarism, etc., factors that tend to reify 'western' systems of settlement as 'natural' or dominant. Rather than simply 'making space' for considering Indigenous settlement systems, the course is organized in a way that de-centers settler spaces as the 'norm' against which other systems are measured or equated. Because land is the central factor common to nearly all settlements, students are expected to consider how the ways in which land is 'valued'—as family, as commodity, as health—affect its use in settlements. Finally, Indigenous rights and title are one of three primary drivers shaping the future imagination of settlements, in Canada and globally.

Collectively, these approaches—mirrored in course content (see, for instance, modules 2 and 3) contribute to Geography's program-wide emphasis on Indigenous knowledges, geographies, rights, title and land claims.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

Building on the response given to the previous question, this course de-centers 'western' assumptions of settlement patterns and processes as the 'norm'. The course also, most notably in Module 3,

introduces students the ways in which the internal geographies of settlements and settlement areas are the product of deliberate and socially reproductive practices that contribute to systems of marginalization across space. This knowledge grounds geographic approaches to social justice and equity-seeking change, and it is foundational for further study in the redesigned Geography and Planning programs.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.:

GEOG 160 is designed consistent with the same contact time and credit value as other first year courses. The course will run every semester, as it is a core course in the program.

9. Estimate of the typical costs for this course, including textbooks and other materials:

   None

CWC comment and response:

- Learning outcome #1 and #2: if “discuss” refers to a learning activity that leads to specific outcomes, consider choosing a different verb such as “explain” or “describe”.

  Being able to hold a discussion on a topic or question is an outcome. With complicated questions, 'explain' and 'describe' imply a finality or totality of knowledge related to the issue at hand that is simply not evident. We assess this outcome all the time using discussion boards and class dialogue.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GEOG 160	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Settlements: Why We Live Where We Do **Course Short Title:** Settlements	
Faculty: Faculty of Science	**Department/School:** Planning, Geography, and Environmental Studies

Calendar Description:

Explores the relationships between people and place by examining why and how people live where they do. Considers patterns, processes, and scales of settlement within and across natural systems. Analyzes rights to access and/or control land and resources as an organizing principle for settlements. Interprets settlement patterns and placemaking, and examines how effectively communities can adapt to technological and climate changes.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Describe how settlements emerge in relationship to and, at times, in conflict with natural systems (topography, hydrology, ecology, etc.).
2. Discuss how colonization influenced the progression of settlements, and their ongoing impacts on culture worldwide.
3. Develop preliminary assessments of settlement patterns through use of online geographic data and tools (census, Google Earth, etc.).
4. Analyze relationships between spatial trends (population growth, economic influence, land rights, and internal geographies) at local and global scales.
5. Explain how different cultures (including Indigenous cultures) influence settlement geographies through varied conceptions and systems of property (commons, private, etc.).
6. Reflect on how one's connection to home and community are shaped by cultural, environmental, and global relationships.
7. Assess the strengths and vulnerabilties of settlements in the face of changing climate and technologies.
8. Examine one's own personal and cultural biases in regard to how communities should adapt to future technological and environmental shifts.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	55%	Quizzes/tests:	20%	Project:	25%

Details:

Assignments for this course will include:

1. Reflecting on personal geography, incorporating Google mapping tools in written response: 10%
2. Understanding, collecting, and comparing census data (Statistics Canada): 10%
3. Relating property ownership to settlement patterns (case study): 10%
4. Decolonizing settlements discussion piece: 10%
5. In-class rapid research and presentation exercises: 15%

Additional assessment:

6. 2 quizzes or midterm exam: 20%
7. Future settlement geographies group project/ presentation: 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.)*

In-person instruction consists primarily of weekly faculty presentations, seminar discussions, and workshop exercises utilizing online and observational tools. Online instruction includes synchronous course meetings, interactive online activities and data collection with course material and assessment organized in modules.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	OER book	Villagomez, E.	The Laws of Settlement: 54 Laws Underlying Settlements Across Scale and Culture. KPU	2020
2.	Article	Coates, Ta-Nehisi	The Case for Reparations. *The Atlantic,* June 2014	2014
3.	OER book	Caldaruru, A., et al.	*Canadian Settlement in Action: History and Future* (selected chapters). Open Education Alberta network	2024
4.	Other	Harris, C.	*Making Native Space.* UBC Press	2003
5.	Other	Wiseman, Alan	*The World Without Us.* St. Martin's Thomas Dunne Books	2007
6	Other	Gandhi, E. L.	*Archipelago of Resettlement.* UC Press	2022

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

None

Course Content and Topics

Module 1/ Weeks 1-3: Why we live where we do

- What if we all disappeared tomorrow? Considering the legacy of human settlement across the globe
- Our personal geographies and the footprints (palimpsests) of home(s): reflecting on our settlement histories, communities, and placemaking processes. How globalized are we and our home spaces?
- Settlements: Interdependence across multiple scales

- Geographic tools used to examine settlement sites, situations, patterns, trends, and relationships
- Building a glossary of course terminology

Module 2/ Weeks 4-6: Patterns of settlements across time, place, and environmental conditions

- Land as "blank slate" or land as family? Different ways of thinking of evolving human-environment relationships in settlements
- Historical perspectives on human settlement patterns (e.g., hydraulic civilizations, agricultural revolution)
- Colonization and the myth of empty space, historically and today
- Expansionism, development, and the (problematic) efforts to define, quantify, and model settlement types and hierarchies (e.g., Christaller, Innis)
- Why settlements decline or disappear, while others thrive and grow larger
- Environmental change and health within settlements

Module 3/ Weeks 7-10: Critical dimensions of property, claims to space, and wealth within settlements

- Beyond sedentarism and individual property rights: reframing settlement narratives using Indigenous geographies
- How private property and commons property regimes shape distinct settlement patterns, belonging, and environmental relationships
- Segregation and the reproduction of wealth within and across settlements
- Technology, mobility, and globalization as redistributors of population

Module 4/ Weeks 11-14: The Ecumenopolis ("one global cit"y) and other settlement futures

- Power, economic nationalism, and the changing shape and constitution of settlements
- Why and where settlements will disappear
- Three trends that will reshape settlements in Canada and globally:
    - Artificial Intelligence and other technologies of work/ production
    - Indigenous land claims
    - Climate change and environmental displacement
- Is the Ecumenopolis inevitable or impossible?

Memo for New Course

To: UEC

From: Afia Raja, Head, PGES

Date: 10 October 2024

Subject: Proposal for new course GEOG 256: Knowledge and Ethics in Geographic and Environmental Research

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):

GEOG 256: Knowledge and Ethics in Geographic and Environmental Research is a new and much-needed course in the Geography program, one that delves into the ethics of data collection and one's role in (spatial) knowledge use and construction. The course situates the researcher/ learner and their community relationships at the intersection of multiple knowledge and value systems, using the Ethical Space for Engagement model and other frameworks. The course introduces students to qualitative methods utilized by geographers and environmental researchers, and critically considers how research is owned, controlled, and accessed (in line with OCAP and CARE principles).

The decision to add the course as a regular offering was made in conjunction program-level revisions and 10 new program learning outcomes. This course is one of three (the others being GEOG 252 and a revised GEOG 257) which collectively are designed to address the following LOs:

- Ethically utilize **foundational data and knowledge collection** practices and analysis tools for both discrete and non-discrete phenomena, including: data discovery and knowledge systems, and **OCAP** principles (GEOG 252 and GEOG 256)
- Adapt, identify, and apply **appropriate geographic tools** for specific and real-world problems and contexts (GEOG 252, GEOG 256, and GEOG 257)
- Assess **ethical** conundrums and **decision-making** strategies in professional/ community contexts (GEOG 256 primarily; also, GEOG 257)
- Utilize appropriate, **inclusive**, audience-specific **communications** tools and reflect on their effectiveness (GEOG 257 primarily, also GEOG 252, GEOG 256)
- Contribute to **place-based,** inclusive, geographically-informed **solution-building** with and within communities (GEOG 256 primarily)
- Reflexively engage in **critical thinking** practices that **interrogate** knowledges, systems, information sources, technologies, landscapes, and geographic trends (GEOG 256 primarily)

This course will be a requirement for students in the major program and within the Honours Geography program. The course is an option to meet a core requirement in the revised minor program. The course is being submitted for approval concurrent with the Geography program changes.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course learning outcome	Aligns with ILO
Articulate one's understanding of Ethical Space and why an Ethical Space framework is essential for applied research in geography, environmental science and conservation, and related fields of practice.	1,2, 5
Define core concepts utilized in research, e.g. epistemology, positionality, subjectivity, reflexivity, generalizability, replicability, and causal inference.	1, 2
Describe some of the major tensions between how different systems of knowledge construction (including Enlightenment/Scientific Method, Indigenous systems) and the specific historical contexts of those tensions.	1, 2, 5
Explain how to weigh the relative benefits of various qualitative data collection methods in addressing specific geographic questions.	1, 2
Identify strategies for establishing, maintaining community-based relationships in a respectful way	1, 3, 6, 7
Articulate provisional impacts of artificial intelligence upon the field of research.	1, 2, 8
Engage in constructive peer assessment of research questions and proposals.	2, 3
Reflect critically on one's role in the research process and in community (re)production of knowledge.	1, 8

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

This course will not be a requirement in other program areas at this time, but is being sent for consideration to the Environmental Studies Curriculum Committee for addition to the Bachelor of Environmental Studies (BES) and the BES (Natural Sciences).

4. Which program areas have been consulted about the course?

Faculty of Science programs, GDS. Course is designed for PGES-managed programs.

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).

GEOG 256 utilizes Ethical Space for Engagement[1] framework for contextualizing research processes with and within communities. The course is designed to interrogate assumed hierarchies in knowledge construction and applications, including assumptions that Western systems should 'make space' for Indigenous knowledge *after the fact*.

[1] See Willy Ermine's (2007) definitional work in this field, *The Ethical Space of Engagement,* available at https://tspace.library.utoronto.ca/bitstream/1807/17129/1/ILJ-6.1-Ermine.pdf

Instead, GEOG 256 introduces students to strategies to decolonize knowledge (as one approach) as well as the Ethical Space model (as another approach), the latter of which utilizes/ restores the balance of power between different ways of knowing. Used with increasing frequency in conservation projects and research, emphasis within Ethical Space for Engagement is on co-production of knowledge and actions stemming from this knowledge.

In addition, GEOG 256 introduces students to different frameworks for recognizing and protecting knowledge systems in the research process, including OCAP and the CARE Principles.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

The course material/ topic selection challenges assumptions of dominance in largely Western knowledge production, and the aim is to engage students in reflective and often difficult practices related to identifying their positionality and reflexivity as researchers. In this way, students are doing more than learning *about* equity and inclusion but are asked to consider their own role in reproducing or challenging (in)equities.

In course readings, discussions, and assignments (particularly the group research plan), students will need to address how differing perspectives and voices are included. This extends beyond conducting research 'with' intersectional populations; instead centering these voices within the research design process is essential. This is true even in research conducted in natural sciences. Students are expected to discuss how they maintain connections to communities in which they engage in the research process. After the research process is 'complete', in other words, how do they consider their accountability to knowledge and actions produced through the research process? These questions and methods are essential to repositioning the student/ researcher within communities of knowledge production rather than 'above' or 'outside'. The students are challenged to imagine how engagement can move beyond the transactional research (i.e., research seeks out and gains participation for knowledge) to one that builds relationships reliant on trust, accountability, and shared knowledge production.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.:

GEOG 256 is consistent in design with other GEOG courses in duration/ credit value. It will be offered 1-2 times annually until demand requires increased offerings. No additional resources are needed, but class sizes should be kept to between 25-28 when possible.

9. Estimate of the typical costs for this course, including textbooks and other materials:

   None

CWC comment and response:

- What is the logic for choosing such a wide-ranging prerequisite? The list of potential courses ("3 credits of AGRI, ANTH, BIO, CRIM, ENV, GDS, GEOG, IPK, PHIL, PLAN, or SOC") appears too broad to be useful.
  The students should have some Social Science or relevant Science education that has introduced them to the application (if not generation) of data used in these fields, before enrolling in the course.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GEOG 256	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Knowledge and Ethics in Geographic and Environmental Research **Course Short Title:** Knowledge & Ethics in Research	
Faculty: Faculty of Science	**Department/School:** Planning, Geography, and Environmental Studies

Calendar Description:

Examines the ethical dimensions of geographic and environmental data collection, knowledge construction, and decision-making. Emphasis on the Ethical Space as foundation for developing research practices and engagement with communities. Students are introduced to qualitative data practices used in geography and related fields.

Prerequisites (or NONE):	24 university-level credits including 3 credits of AGRI, ANTH, BIO, CRIM, ENV, GDS, GEOG, IPK, PHIL, PLAN, or SOC.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	10
Tutorials/workshops	35
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 11, 2024
Faculty Council approval	**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Articulate one's understanding of Ethical Space and why an Ethical Space framework is essential for applied research in geography, environmental science and conservation, and related fields of practice.
2. Define core concepts utilized in research, e.g. epistemology, positionality, subjectivity, reflexivity, generalizability, replicability, and causal inference.
3. Describe some of the major tensions between how different systems of knowledge construction (including Enlightenment/scientific method, Indigenous systems) and the specific historical contexts of those tensions.
4. Explain how to weigh the relative benefits of various qualitative data collection methods in addressing specific geographic questions.
5. Identify strategies for establishing, maintaining community-based relationships in a respectful way.
6. Articulate provisional impacts of artificial intelligence upon the field of research.
7. Engage in constructive peer assessment of research questions and proposals.
8. Reflect critically on one's role in the research process and in community (re)production of knowledge.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	80%	Project:	20%		%
	%		%		%

Details:

- Case studies in research (review and evaluation) (20%)
- Assessment and reflection of self as researcher (20%)
- Conducting observation and maintaining field notes (10%)
- Class discussion and in-class activities (30%)
- Group project: research plan (20%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

In-person classes involve primarily seminar and small group discussion, with guest lectures.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Journal	Ermine, W.	The Ethical Space of Engagement. Indigenous Law Journal 6 (1)	2007
2.	Journal	Nikolakis, W., and N. Hotte	Implementing 'Ethical Space': An exploratory study of Indigenous conservation partnerships. Conservation Science and Practice	2022
3.	Journal	Nadeau, M., and A. Doyonne	Exploring Ethical Space in Land Use Planning: A Case study of the Upper Columbia, British Columbia. Journal of Environmental Planning and Management.	2024
4.	Textbook	Hay, I., and M. Cope	Qualitative Research Methods in Human Geography 5th edition. OUP	2021
5.	Journal	Hughes, A.	Unsettling Fieldwork: Reflections of Whiteness and anti-racist practice in the pedagogies of fieldwork. Area 54	2022
6.	Article	Mei-Singh, L	Accompaniment through carceral geographies: Abolitionist research partnerships with Indigenous communities. Antipode, 53(1), 74-94.	2021
7.	Textbook	Smith, L.T.	Decolonizing methodologies: Research and indigenous peoples. Bloomsbury Publishing.	2021
8.	Article	Buroway, M	Empiricism and its fallacies. Contexts, 18(1), 47-53.	2019
9.	Article	Flyvbjerg, B	Five misunderstandings about case-study research. Qualitative inquiry, 12(2) 219-245	2006
10.	Textbook	Madison, D.S.	Critical ethnography: Method, ethics, and performance. Sage publications.	2011

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

None

Course Content and Topics

1. How we know what we know
    a. What is it to "discover" and expand our knowledge horizons?
        i. Observation as system and process

   b. How we know what we know: systems of building and transmitting knowledge
      i. Epistemology and ontology
   c. What is research?
   d. The scientific method and assumptions of how knowledge is validated and viewed as legitimate within research and policy
   e. Why change is needed in how research is undertaken in geography, planning, environmental science and conservation
2. Ethical Space
   a. Shifting from decolonization to Ethical Space to create shared frameworks for change
   b. Why the way we *build* our knowledge of the world matters how we *act* on this knowledge
   c. Co-producing knowledge in geography, conservation sciences, and planning
   d. Frameworks and principles of knowledge ownership and use: OCAP, CARE Principles for Indigenous Data Governance
3. Whose research?
   a. Reflecting on one's role in and reason for the research process
   b. Inclusion, positionality, situated knowledge, and reflexivity
   c. Participatory approaches and community-driven research questions
   d. Who owns the tools of research collection and transmission?
   e. Issues in Access, Management, Control, and Manipulation:
      i. Algorithms and big data
      ii. Private ownership of data production, collation, and use
      iii. The impact of artificial intelligence
4. Research design and building a research plan
   a. Whose question to ask? Identifying research questions and priorities
   b. Moving away from the solo project to research as collaborative process
   c. Qualitative methodological approaches
   d. Ethical review processes: Institutional research ethics review, community-led/ Indigenous review processes
   e. Setting realistic goals and timelines in research
   f. Recognizing the limits to research (time, financial, trust, etc.)
5. Obligations after the research is "complete"
   a. How knowledge can be reproduced, used and/or misused
   b. Maintaining connections to community
   c. Supporting other research(ers)

Memo for New Course

To: UEC

From: Afia Raja, Head, PGES

Date: 10 October 2024

Subject: Proposal for new course GEOG 325: Health and Place

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):

   GEOG 325: Health and Place is a conversion of a course offered over the past several years as a special topics course (under GEOG 300). The decision to add the course as a regular offering was made in conjunction program-level revisions and new program learning outcomes.

   The revised Geography program has identified the following connective threads to run through most GEOG courses: *1) human-environment relationships; 2) Indigenous knowledges, geographies, rights, title, and land claims; 3) race, gender, aging, and health; 4) social justice and professional ethics; 5) spatial data visualization, interpretation, and communications; and 6) stakeholder engagement.* GEOG 325 designed in line with #1, #3, #4, and #5.

   In addition, the Geography major program has adopted 10 new learning outcomes (PLOs), which include the following four:

   - Explore concepts and geographic connections between human and environmental **health** ("one health") and how these shape human and **place-based** practices and **sustainability**
   - Explain historic and current **land-claims processes,** particularly in BC, and how these will reshape geographies within Canada
   - Adapt, identify, and apply **appropriate geographic tools** for specific and real-world problems and contexts
   - Analyze connections between **climate change** and **varied spatial patterns**, phenomena, and trends (e.g., demography, health, etc.) at different **scales** (local, regional, global)

   GEOG 325 explicitly addresses the first of these, that related to One Health. In order to do so, it must also interrogate the role that colonization has played in health outcomes and geographies in BC. In this class, students utilize no-cost geographic tools readily available to them (including free apps to measure sound in their environment, Google Earth, etc.) to analyze how built environments contribute to health. Finally, the relationships between health, demography, and climate change are examined throughout the course, but most fully in the last modules. The course also aligns with additional PLOs not listed here.

   This course will be an option for students to meet the requirements of their major program. The course is being submitted for approval concurrent with the Geography program changes.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course learning outcome	Aligns with ILO
Articulate the meanings of One Health and why and how conditions of human health are inextricable from the health of non-human animals and environmental systems (companion animals, livestock, ecosystems, watersheds, etc.)	2 (content; class activities; throughout assessment)
Critically discuss the linkages between colonization, ecological insecurity, and the medicalization of human health. Illustrate the significance of geographic scale, mobility, and rurality in health risks and health care acces.	2, 5 (content; class activities and discussion)
Explain why and how intersectionalities of race, age, Indigeneity, gender, sexuality, socioeconomic status, and (dis)ability are integral to analyzing spatial inequalities in health.	2, 5, 7 (content; class activities; article interpretation assignment)
Apply geographic data collection and analysis techniques to the study of how local built landscapes contribute to health and well-being.	1 (major project)
Critically interpret peer-reviewed materials in the field of health geography.	1, 2 (group discussion, article interpretation assignment)
Reflect on how one's actions in their communities and careers can contribute to improved One Health outcomes	8 (class discussion, individual activity)

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

This course will not be a requirement in other program areas at this time.

4. Which program areas have been consulted about the course?

Faculty of Science programs

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).

Relevant topics, including Indigenous critiques of commonly used measures of health, are integrated throughout the course. Significant attention is payed to geographically marginalized spaces—e.g., rural and remote communities, including reserves and small towns, as well as urban neighbourhoods with concentrated populations of low-income, racialized, and Indigenous populations.

More broadly, and unlike other health courses at UFV, the focus of this course is on the intersections between human and ecological health. Adopting this One Health framework for much of the class material broadens notions of equity to include environmental relations/non-human family.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

Issues related to health equity related to different geographies, intersectional identities, and historical processes underpin the course and are found in every unit of the course.

The course can be offered online or in person, but is designed primarily for online delivery. When delivered as an online course, GEOG 325 (run previously as 300r) has enrolled students from outside the Fraser Valley, including those in northern BC and those who had mobility challenges. While the same could be argued for many online courses, the subject matter of this one in particular attracted students who had personal experiences of negotiating inequities in health, health care access, and access in public spaces. The modular format for the online course creates more scheduling flexibility for online learners as well. The online version of the course relies on synchronous class discussions that are recorded and captioned for those unable to attend or for those who need more time with the class material. The class discussions use open access and interactive tools (e.g., Google Docs, Padlet) that remain stable and interactive after the class meeting has ended.

Finally, the course has two larger assignments. The first of these requires students to 'unpack' a set of three related journal articles, by responding to specific prompts/questions related to sections that are highlighted for further interpretation and discussion. The goal of this assignment to encourage more active and interactive reading of journal articles which are often difficult for many students to interpret on their own. The articles that are being unpacked relate to spatial inequities in health related to Indigenous, race, gender and sexual identities. The second major assignment is their project, in which students use readily available tools to examine their own neighbourhood. This assignment is so designed in order to de-mystify and democratize the use of commonly-available geographic tools in an effort to compile evidence regarding their own lived experiences and environments. This approach, common to citizen science more generally, is an important strategy in expanding who has access to geographic/ scientific data, and who is *empowered* to use data to record and advocate for change in their environments.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.:

The course was initially designed for online delivery. (It can transition into the classroom.) The modules listed were adapted from the online version.

9. Estimate of the typical costs for this course, including textbooks and other materials: None

CWC comment and response:

- Pre-Check recommends changing the prerequisite to just "45 university-level credits", as the proposed prereqs ("45 university-level credits, including at least 3 credits of AGRI, ANTH, ENV, GDS, GEOG, PLAN, SJGS, SOC, or IPK 106") appear to be too broad to be useful.
  The students should have some Social Science or relevant Science education that has introduced them to the application (if not generation) of data and knowledges that would be integrated into One Health approaches, before enrolling in the course.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2025
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2025
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: GEOG 325	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Health and Place **Course Short Title:** Health & Place	
Faculty: Faculty of Science	**Department/School:** Planning, Geography, and Environmental Studies

Calendar Description:

Examines the intersections between space and place with health outcomes, socio-demographics (e.g., race, gender), colonization, and ecology. Adopts framework of One Health by exploring links between human and non-human wellbeing. Using geographic analysis and data collection tools, students investigate the ways in which human and environmental health are mutually constituted in built and natural landscapes.

Note: Students with credit for GEOG 300R cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits including 3 credits of AGRI, ANTH, ENV, GDS, GEOG, PLAN, SJGS, SOC, or IPK 106.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **GEOG 300R**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 11, 2024
Faculty Council approval	**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Articulate the meanings of One Health and why and how conditions of human health are inextricable from the health of non-human animals and environmental systems (companion animals, livestock, ecosystems, watersheds, etc.).
2. Analyze the linkages between colonization, ecological insecurity, and the medicalization of human health.
3. Illustrate the significance of geographic scale, mobility, and rurality in health risks and health care access.
4. Explain why and how intersectionalities of race, age, Indigeneity, gender, sexuality, socioeconomic status, and (dis)ability are integral to analyzing spatial inequalities in health.
5. Apply geographic data collection and analysis techniques to the study of how local built landscapes contribute to health and well-being.
6. Critically interpret peer-reviewed materials in the field of health geography.
7. Reflect on how one's actions in their communities and careers can contribute to improved One Health outcomes.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	70%	Project:	30%		%
	%		%		%

Details:

Assignments (70%) include:

- Exercise on geographic tools and data in health research (10%)
- Unpacking research journal articles (25%)
- Brief research summary (10%)
- In-class group discussions, activities, and reflective exercises (25%)

One Health project (30%) (example): Local site assessment, using environmental (e.g., noise, light) data

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.)*

When offered online, the course is organized into modules, and incorporates synchronous discussion and activity sessions, recorded short review videos with related activities, and local data collection exercises.

In person classes are organized primarily around discussion connected to readings and instructor presentations, data collected from local sites, and group research and presentation project work.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Prata, J., et al., eds.	One Health: Integrated Approaches to 21st Century Challenges to Health	2022
2.	Textbook	Gattrell, Anthony, and Susan Elliott	Geographies of Health, 3rd edition	2014
3.	Online resource	Loppie, C, and Wien, F.	Understanding Indigenous Health Inequalities through a Social Determinants of Health Model. Report prepared for the National Collaborating Centre for Indigenous Health	2022
4.	Textbook	Braverman, I, ed.	More than One Health: Humans, Animals, and Environment Post-Covid	2023
5.	Journal	Aldred, T., et al.	Mining Sick: Creatively unsettling narratives about industry, environment, extraction, and health geographies of rural, remote, and Indigenous communities in British Columbia. *Canadian Geographer* 65 (1): 82-96.	2021
6.	Journal	Smylie, J. et al	Long-distance travel for birthing among Indigenous and non-Indigenous pregnant people in Canada. *CMAJ: Canadian Medical Association Journal*, 193 (25), E948.	2021
7.	Online resource	Mars, R., and 99PercentInvisible.org	99% Invisible (Podcast): selected episodes	varies

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

None

Course Content and Topics

Course organization may vary between online (module-based) and in-person (week-to-week) course schedules.

Module 1: Decolonizing a picture of health
- What is Health?
- What is the geographer's role in understanding health today?
- More than just disease: What do we mean when we say we're 'healthy'? What data is included? How do we expand to include health of natural systems?
- Colonization and the transformation of human and environmental well-being
- One Health: Reframing Health as a holistic and spatial project

Module 2: Measuring and mapping health at different scales
- Geography's role in systematizing health: disease, the evolution of epidemiology, public health, and medical geography
- Inequality, geography, and wellness: social determinants of health (SDH)
- Indigenizing social determinants of health

Module 3a: Demographics and health outcomes at varied scales
- Aging, globally and in the home
- Spatial relationships between SDH, race, gender, sexuality, pavement/ structures, and well-being within cities
- Globalization, ecological crisis, migration, and health

Module 4: Spatial patterns and ecologies of health crises and health care delivery
- The opioid crisis, public parks and green spaces, and the geographies of harm reduction strategies (e.g., safe injection sites)
- Rural-urban divides and barriers in health systems access, including for Indigenous communities
- Bring the doctors and nurses here, or send the patients there: global health care worker migration, medical tourism, and telemedicine

Module 5a: Landscapes of (unequal) health by design
- Incarceration as a public health emergency
- Pollution, place, and risk in rural spaces
- Creating accessible and green places

Module 5b: Urban dimensions of One Health
- Noise and light pollution and the impacts on health
- Racial and economic inequity and access to healthy food
- Access to natural spaces, companion animals, and human/environmental health outcomes
- Surveillance and scale in pandemic response: Reflecting on Covid-19
- Zoonotic diseases/ pandemics, environmental change, and the future of pandemics

Module 6: Geographies of heat and health
- Heat waves, inequality, and urban design
- Climate change, natural disasters, and health
- Changing technologies, mobilities, and environments
- Climate change as a health emergency

Memo for Course Changes

To: UEC

From: Stefania Pizzirani, Chair, Environmental Studies, and Afia Raja, Head, PGES

Date: 10 October 2024

Subject: Proposal for revision of GEOG 111: Conversion to ENV 111

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☒ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Environmental Studies and Planning) are being shifted to adopt the course codes of their primary area. While important to Geography, GEOG 111 is now treated primarily as a core course in the BES and BES-Natural Sciences and Environmental Studies Minor programs. It is interdisciplinary in nature, and consistent with first-year Environmental Studies courses at other institutions.

In addition, a text was added to the resource list. This book is used by one of the newly-hired instructors teaching the course most frequently.

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):

None. Course was updated very recently (active as of Fall 2024 calendar), so LOs are current to practice and in alignment with program outcomes using the course.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

The course is important in the proposed revisions to the Geography major and minor, but the change to ENV will not affect its use.

5. Which program areas have been consulted about the change(s)?

None outside of PGES, as its primary use is in this area.

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

The course will feature Indigenous land uses and stewardship practices as well as protocols for meaningful engagement and inclusion. Case studies are presented throughout the course that detail Indigenous-led examples of environmental activities, strategies, and techniques. Local examples from BC and the Lower Mainland are also discussed.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. The course topics are modern and timely, representing such current challenges as pollution, climate change, soil, and water degradation, and more. The course uses lecture notes that students can access. The presentation slides will be provided with alternative text for photos. Fieldwork for assignments are designed to be as accessible as possible (e.g., can be reached by public transport, is on safe terrain, is not in remote or hidden areas). Assignments will be varied (e.g., journaling, individual work, and group work) to be inclusive of student preferences. Field work accommodations will be made as needed (e.g., choosing wheelchair accessible sites, providing alternative equipment, teaching multiple methods for site management that require less physical effort, etc.).

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):

Between $0 (when instructor does not assign textbook) and $120 (when textbook is assigned). The OER textbooks for this course subject tend to be highly American in focus, and at this time, some instructors opt to use print-based Canadian produced textbooks. There are no additional costs associated with field work and/or assignments.

CWC comment and response:

- Memo does not make a strong enough case for conversion to ENV from GEOG. Pre-Check recommends retaining this course as GEOG 111.
  This comment from Pre-check is vague. How does the case not hold? The course is called "Environmental Issues and Strategies". It is an ENV or ES course at other institutions. Its history in Geography is because the course predates ENV. The course need not be taught by a geographer. The course meets core requirements in the ES programs and is aligned to the ES program learning outcomes accordingly.
  We ask that the course move forward as ENV 111.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1993
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENV 111	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Environmental Issues and Strategies **Course Short Title:** Environ Issues & Strategies	
Faculty: Faculty of Science	**Department (or program if no department):** Planning, Geography, and Environmental Studies

Calendar Description:

Basic science, traditional ecological knowledge, and other ways of knowing are used to better understand the influences of human activities on the global and local environments, employing the framework of sustainable development to assess current and emerging strategies that will lead to the reduction of human harm to the natural and built environments.

Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information.

Note: Students with credit for GEOG 111 cannot take this course for further credit.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: GEOG 111

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	20
Experiential (field trip)	5
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Analyze relationships between global environmental change and human population, urbanization, and agriculture.
2. Compare western scientific approaches to traditional ecological knowledge and other world views in understanding and resolving environmental issues.
3. Identify situations where different scientific and social scientific data collection methods and techniques are most useful in developing environmental research project.
4. Reflect on the ethical issues associated with the collection, analysis, and utilization of data, including traditional ecological knowledge of Indigenous communities.
5. Integrate field observations and data collection into a group project on local environmental change.
6. Utilize both social science and natural science approaches in explaining the cause of, and solutions to, current environmental problems.
7. Work collaboratively with other students and other stakeholders in advocating new strategies for improving environmental sustainability at a local scale.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Quizzes/tests:	25%	Assignments:	25%	Project:	25%
Holistic assessment:	15%	Field evaluation:	10%		%

Details:

Quizzes/tests: 5 module tests and 2 snap quizzes (25%)
Assignments: seminar discussion and exercises (25%)
Project: citizen science group project on climate challenge and Abbotsford Tourism (25%)
Holistic assessment: reflection journal (15%)
Field evaluation: field trip with report (10%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Problem-based learning, lectures, in-class seminar exercises and fieldwork, student presentations.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Miller, T, Spoolman, S., and D. Andrews-Brown	Environmental Science, 17th edition	2025
2.	Online resource	Government of BC	BC Climate Action Toolkit	2023
3.	Textbook	James Speight	The Science and Technology of the Environment	2023
4.	Journal	Nature Magazine Editorial Board	The Rise of the Citizen Scientist. Nature August 18	2015
5.	Textbook	Melissa K. Nelson and Daniel Shilling	Traditional Ecological Knowledge: Learning from Indigenous Practices for Environmental Sustainability	2022

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Course Content and Topics

Example 1:

- Introduction to the course
- Module 1: Climate change: the issues, the science, and the strategies. Topics include the scientific method, uncertainty and risk, traditional ecological knowledge, different world views, IPAT equation, citizen science.
- Module 2: Ecosystems and economics. Topics include Energy, Matter, Bioregionalism, Social connectivity, Conservation of biological resources, Invasive species, Forestry.
- Module 3: Human population, cities, and community development. Topics include fertility rates, Gender, BC population histories, Greening the cities, sustainability.
- Module 4: Air, water, land: resource management and pollution. Topics include the atmosphere, the hydrologic cycle, soil formation, air pollution, water pollution, soil pollution, sound, and light pollution.
- Module 5: Food, agriculture, industries, and other human activities. Topics include Food production, food security, and farm-level adaptations.
- Student presentations and course wrap-up

Example 2:

- Introduction to course, key concepts: climate change, vulnerability, risk, and adaptation
- The science of climate change; the hydrological cycle; invasive species
- Bioregionalism; social connectivity and capacity for change
- BC population histories and suburban environmental change
- Science and uncertainty; risk analysis; field techniques and ethics in data collection
- Mapping change: GIS and citizen science activism; mapping lab
- Water forecasting and pollution; field techniques
- Sustainable development; field techniques
- Food security; thesis statement development
- Food production and farm-level adaptation to climate changes
- Traditional ecological knowledge and climate adaptability
- Urbanization, infrastructure, and climate preparedness
- Greening the city from the inside out
- Group presentations; summary of course themes and ideas

Memo for Course Changes

To: UEC

From: Stefania Pizzirani, Chair, Environmental Studies, and Afia Raja, Head, PGES

Date: 10 October 2024

Subject: Proposal for revision of GEOG 331: Conversion to ENV 331

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☒ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Environmental Studies and Planning) are being shifted to adopt the course codes of their primary area. While important to Geography, GEOG 331 is now treated primarily as a core course in the BES and BES-Natural Sciences programs.

In addition, the course content is being updated, and the credit hours reduced from 4 to 3. This is a positive change for the BES and BES-NS, as these are credit-intensive programs. Reduction of UL ENV and GEOG courses from 4 to 3 credits provides students with greater flexibility.

Other changes to the course are designed to ensure currency of course material, particularly in relation to legal frameworks in environmental assessment in Canada.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

The learning outcomes remain relatively consistent, with only minor rewording. The course continues to meet program-level learning outcomes in Environmental Studies, as it was initially developed along with the BES degrees. The course also aligns with the revised learning outcomes for the Geography major. However, as 331 is a multidisciplinary course by design (environmental impact assessment relies on this), the course is a better fit under the ENV prefix.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? The course is not required beyond Environmental Studies.
5. Which program areas have been consulted about the change(s)?

None outside of PGES, as its primary use is in this area.

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

The course will feature Indigenous land uses and stewardship practices as well as protocols for meaningful engagement and inclusion. Case studies are presented throughout the course that detail Indigenous-led examples of environmental activities, strategies, and techniques. Local examples from BC and the Lower Mainland are also discussed. Field trips to the Skowkale, Aitchelitz and Yakweakwioose (S.A.Y.) Lands office and also to the Sto:lo Research and Resource Management Centre are included in this class.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. The course topics are modern and timely, representing such current challenges as pollution, climate change, soil, and water degradation, and more. The course uses lecture notes that students can access. The presentation slides will be provided with alternative text for photos. Fieldwork for assignments are designed to be as accessible as possible (e.g., can be reached by public transport, is on safe terrain, is not in remote or hidden areas). Assignments will be varied (e.g., journaling, individual work, and group work) to be inclusive of student preferences. Field work accommodations will be made as needed (e.g., choosing wheelchair accessible sites, providing alternative equipment, teaching multiple methods for site management that require less physical effort, etc.). No textbook will be required to help students with financial challenges. The quizzes will be altered (as needed) to account for students who have accommodations.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

Course contact time and credit hours are being brought in line with other upper-level ENV and GEOG courses that are also moving to 3-credits.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

$20-40 for field trip

CWC comments and responses:

- As with ENV 111 (currently GEOG 111), the memo does not make a strong enough case for conversion to ENV from GEOG.
  This comment from Pre-check is vague. How does the case not hold?
  The course is called "Environmental Assessment and Management". It is an ENV or ES course at other institutions. Its history in Geography is because the course predates ENV, and it was developed to help build the BES. The course need not be taught by a geographer. The course meets a core requirement in the BES programs and is aligned to the ES program learning outcomes accordingly.
  We ask that the course move forward as ENV 331.

- As with GEOG 325, Pre-Check recommends changing prerequisite to “45 university-level credits” only.
  The requirement that students should have at least 6 credits of Social Science or relevant Science education needs to stand. This is not a course that works well as a random elective someone picks up and plops into their program. It requires that students will have been introduced to the types of data and knowledges that would be integrated into Environmental Assessment. EA processes draw on a combination of policy, biology, chemistry, Indigenous rights, title, and knowledge, and other subject areas reflected in the course prerequisite.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENV 331	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Environmental Assessment and Management **Course Short Title:** Env Assessment & Management	
Faculty: Faculty of Science	**Department/School:** Planning, Geography, and Environmental Studies

Calendar Description:

Review the predominant environmental assessment techniques and related management frameworks. Discuss the inherent merits and challenges of the natural resource field. Specific investigation of processes, policies, and procedures used in B.C. and Canada, the U.S., and selected global contexts.

Note: Field trips outside of class time are required. Please refer to the department website for scheduling information.

Note: Students with credit for GEOG 331 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits including credits of AGRI, ANTH, BIO, CHEM, ENV, GDS, GEOG, IPK, POSC, and/or SOC.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **GEOG 331**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	25
Experiential (field trip)	5
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Distinguish between different types of conflicts associated with natural resource values and use, as well as identify the mitigation strategies.
2. Describe the features of adaptive and inclusive environmental management strategies used within Indigenous and rural spaces.
3. Contextualize the requirements and expectations of environmental management frameworks, assessments and policies with regard to time, jurisdiction, and treaty processes.
4. Compare the requirements and objectives of provincial, territorial, and federal environmental assessment processes.
5. Evaluate policy frameworks and tools designed to incorporate multiple forms of knowledge as part of management and assessment.
6. Develop quantitative and qualitative methods to critically assess the level and effectiveness of public engagement tools utilized in a selected environmental assessment process.
7. Work with peers to design and complete a complex multi-stage research project.
8. Communicate their ethical position relative to professional ethics in environmental management.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Quizzes/tests:	20%	Assignments:	55%	Project:	25%
	%		%		%

Details:

Example of possible assignments:

- Environmental management communication video 15%
- Assessment of consultation comments 10%
- Case study reviews 15%
- Site analysis and mapping 15%
- Policy review 10%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

In-class discussion/ seminars, field trips, and lectures.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Other	Hanna, K	Environmental Impact Assessment: Practice and Participation. OUP	2016
2.	Other	Lame, M., ed.	Environmental Management	2022
3.	Other	Doelle, M., ed.	The Next Generation of Impact Assessment	2021
4.	Journal	Nelson, C	From Participant to Partner: Applying Indigenous Understandings of Treaties to Canada's Environmental Impact Assessment Processes. Spectrum 13	2024
5.	Journal	Gondor, M	Inuit knowledge and environmental assessment in Nunavut, Canada. Sustainability Science 11 (1).	2014
6.	Book	Hanna, K	Routledge Handbook of Environmental Impact Assessment	2022

Course Content and Topics

1. Introduction and core concepts in environmental assessment and management
2. Conflict typologies in environmental and resource management
3. Value systems and professional ethics in environmental management and careers
4. Ecosystem accounting and environmental assessment within market economies
5. Comprehensive land claims and ecosystem management
6. Environmental assessments and changing policy priorities in Canada and the US
7. Environmental assessments: integrating Indigenous values, knowledge, and practices
8. Public participation in environmental assessments
9. Adaptive and co-management frameworks
10. Community-managed resources; field trip
11. Cumulative assessment and regional ecosystem management
12. Protected areas designation and management
13. Climate change, shifting environmental policies, and challenges of adaptive management

Memo for Course Changes

To: UEC

From: Stefania Pizzirani, Chair, Environmental Studies, and Afia Raja, Head, PGES

Date: 10 October 2024

Subject: Proposal for revision of GEOG 412: Conversion to ENV 412, and Course Update

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:

Change to ENV 412: As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Environmental Studies and Planning) are being shifted to adopt the course codes of their primary area. While important to Geography, ENV 412 (nee GEOG 412) is primarily a course of greater significance to the BES and BES-Natural Sciences programs.

Course Updates: The course is overdue for revision. Accordingly, the following changes have been made:

- Shortening of Title, from Environmental Geography Practicum to simply Environmental Practicum
- Updated learning outcomes which explicitly incorporate a greater emphasis on ethical practices and standards, as well as diversity in the landscape;
- Shift in learning hours, with a slight reduction in hours from 100 to 96
- Updated language regarding practicum assignments and class content.
- Updated pre-requisites, to reflect changes in Environmental Studies and Geography programs and courses, and to ensure that students have taken courses in environmental leadership, ethical practice, and fair use of data and geographic communications.

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 outcomes are more closely aligned with ILOs, including new Course LOs (#5 and #6) the explicitly speak to ILOs #3, 5, and 7. The course itself is almost always going to expect students to apply their knowledge and skills (Course LO#1 and ILO #1) in government or non-profit settings (ILO #6). Course LOs #7 and 8 speak to the importance of reflection (ILO #8) in the professional process.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

The course is important in the proposed revisions to the Geography major and minor, but the change to ENV will not affect its use.

5. Which program areas have been consulted about the change(s)?

None outside of PGES, as its use is in this area.

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course serves as an application of learning and ethical training developed through either the Environmental Studies or Geography programs. This includes prior coursework (reflected in prerequisites) that address OCAP principles, use of Indigenous knowledges, Indigenous values and practices in environmental leadership, and ethical practice more generally. Practicum placements are high impact practices (identified as KPI) that improve employability (another KPI). These placements also deepen UFV's Environmental Studies/ Geography programs' engagement with our communities, particularly when placements link research to community projects (KPI).

Depending on the practicum project and external partner, the course may include options to work more within Indigenous land uses and stewardship practices as well as protocols for meaningful engagement and inclusion. All practicum placements will be carefully reviewed by the Chair of Environmental Studies Case to assess potential opportunities are for Indigenized learning pathways or processes. Additional current collaborations exist between PGES and the Skowkale, Aitchelitz and Yakweakwioose (S.A.Y.) Lands office and also to the Sto:lo Research and Resource Management Centre which presents ongoing practicum opportunities for our students.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

As this is a practicum course in which each placement will be different, the discussion topics (between instructor and student) in the course focus on core topics important to all workplaces. This includes consideration of how diversity is an asset and factor in communications carried out in both the

workplace and in community settings. Course LOs #5 and #6 also speak to the importance of diversity in workplace and community settings.

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.

As most upper-level ENV and GEOG courses are also moving to 3 credits, and to create greater per-credit parity (even if still not fully consistent) with other practicum courses. Each credit is equivalent to 32 contact/ placement hours, with expectation of additional work outside class to support placement.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

None generally expected, but individual practicum placements may require longer travel and related costs for the student.

CWC comments and responses:

- As with the previous courses, the memo does not make a strong enough case for conversion to ENV from GEOG.
  This comment from Pre-check is vague. We cannot respond to issues that are not identified. The course is literally called "Environmental Practicum". We could not make it more Environmental Studies if we tried. It is an ENV or ES course at other institutions. Its history in Geography is because the course predates ENV, and it was developed to help build the BES. We have retained the language regarding use by Geography students in the course because Geography does not have a Geography-specific practicum. The course meets a program requirement in the BES programs and is aligned to the ES program learning outcomes accordingly.
  We ask that the course move forward as ENV 412.

- There has not been a significant reduction in hours (100 to 96) relative to the reduction in credits (4 to 3), and the provided rationale for the credit reduction (decrease to financial burden and time requirements of students) does not sufficiently justify this change.
  We have been asked to reduce courses weighting to 3 credits. We were doing so here, and in the absence of institutional standards regarding practicum hours relative to credit.
  That said, we are fine keeping it at 4 credits, and have made the change accordingly.

- Learning outcome #1 appears to be a learning activity and should be deleted.
  It is both a learning activity and an outcome. After finishing the course, the student should be able to apply the skills and knowledge from their programs to a workplace. In fact, this should be one of the most important outcomes.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2013
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2031
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENV 412	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Environmental Practicum **Course Short Title:** Environmental Practicum	
Faculty: Faculty of Science	**Department/School:** Planning, Geography, and Environmental Studies

Calendar Description:

Practicum placement with organization or local government in which students gain practical experience related their academic studies in environmental studies or geography. Practicum typically requires weekly work commitment for up to 13 weeks in semester.

Note: Before initiating practicum placements, students must sign a practicum agreement.
Note: Students with credit for GEOG 412 cannot take this course for further credit.

Prerequisites (or NONE):	GEOG 252, GEOG 253, 8 credits of 300-level or higher GEOG, and department permission. Note: As of January 2026, prerequisites will change to 60 university-level credits including ENV 310, (two of ENV 200, ENV 212, GEOG 252, GEOG 256, or GEOG 257), and department permission.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **GEOG 412**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	12
Practicum	84
Total hours	**96**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 6**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 10, 2024
Faculty Council approval	**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2025

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply skills and tools learned in one's environmental studies or geography programs in a professional context.
2. Demonstrate one's ability to consistently meet or exceed workplace standards, deadlines, and project goals.
3. Incorporate constructive feedback from supervisors and instructors to improve upon one's performance in the workplace
4. Examine one's values relative to those of the placement agency or institution;
5. Use respectful and ethical practice and communications in culturally and socioeconomically diverse professional and community settings;
6. Articulate how knowledge of Eco Canada's Code of Ethics and of OCAP (Ownership, Control, Access, and Possession) principles and professional practice can or does intersect within their practicum experiences
7. Identify strategies to address the limits of one's knowledge and abilities needed in a professional setting.
8. Reflect on how one's personal and career goals and preferences evolve in light of new professional experiences.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Field evaluation:	30%	Holistic assessment:	30%	Assignments:	25%
Project:	15%		%		%

Details:

- Field evaluations (midpoint, end of practicum): 30%
- Journal and reflective writing: 30%
- Pre-placement learning agreement, work plan, and preparation: 15%
- Ethical leadership assignment: 10%
- Presentation on work experience and alignment with work plan, course outcomes: 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.)*

Practicum placement with an environmental organization or institution, equivalent to an average of one, 7-hour day per week over 12 weeks of the regular term. (Scheduling of hours may vary based on student and organizational needs.) Preparatory meetings and presentation of final project will also be required.

Practicum placement:
Due to the organizational needs of a practicum-based course, initial discussions regarding possible practicum placement sites will begin well before the semester begins. A student interested in an ENV 412 practicum will meet with a faculty supervisor well in advance of the semester to discuss possible practicum sites and the nature of the course and its expectations.

Practicum:
After the initial meeting students will be weekly in their arranged practicum for the next 12-13 weeks, depending on the arrangement with the host organization. The parameters of the practicum will be set out in detail in the Learning Agreement and Work Plan that is drafted in discussions between the student and employer, and approved by the instructor. The Learning Agreement will accomplish the following:

1. specify the work schedule and location
2. identify the individual who will serve as supervisor for the student
3. clearly specify the work to be completed in the practicum and the general work tasks

The Work Plan will further identify:

1. the goals the student hopes to achieve, and how these are aligned with the work of the host organization
2. strategies for ensuring that the work to be accomplished is completed in a timely fashion
3. resources that can be used to support the learner in completing tasks
4. the parameters and expectations of the course assignments

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Northey, Margot, David B. Knight, and Diane Draper	Making Sense in Geography and Environmental Sciences. A Student's Guide to Research and Writing, Seventh Edition. Oxford	2019
2.	Online resource	Eco Canada	Environmental Professional (EP) Body of Knowledge (Guide)	2024
3.				

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

None in general. Specific placements may require additional supplies (e.g., safety clothing, sturdy boots).

Course Content and Topics

Content will vary as according to practicum placement. In addition to work with the employer, students will also meet weekly (online or in person) with faculty supervisor to review practicum experience, assess progress towards work goals, and discuss assignments.

The typical environmental practicum placement, and related consultation with the instructor, will include the following areas:

1. Organizational overview, role in community, structure, and history
2. Professional expectations tied to placement and to search for employment in environmental careers more generally;
3. How one's prior and concurrent coursework has contributed to one's capacity to function in the placement;
4. Identify areas where additional readings and short training components may be needed to support practicum completion;
5. Review of Eco Canada's ethical guidelines and requirements, and of OCAP principles;
6. Discussion of the role of socioeconomic and cultural diversity in environmental careers, both within the workplace and in engagement with communities;
7. Steps required to complete specific work products expected of practicum;
8. Consideration of how remainder of one's program (if practicum is not completed in final term) can be organized to address skills needing further development.

Memo for Program Changes

To: UEC

From: Dr. Afia Raja, PGES (Planning, Geography, and Environmental Studies)

Date: 10 October 2024

Subject: Program change (Geography Major)—Memo 1a: Discontinuance of Concentration in Urban Studies and Planning

1. Summary of changes (select all the apply):
   - ☐ Program revision that requires new resources
   - ☐ Addition of new course options or deletion or substitution of a required course
   - ☐ Change to the majority of courses in an approved program
   - ☐ Change to the duration, philosophy, or direction of a program
   - ☐ Addition of a new field of specialization, such as a concentration
   - ☐ Change in requirements for admission
   - ☐ Change in requirements for residency or continuance
   - ☐ Change in admission quotas
   - ☐ Change which triggers an external review
   - ☒ Deletion of a program not included in the Program Discontinuance policy
   - ☐ Other – Please specify:
2. Rationale for change(s):
   The removal of the **Urban Studies and Planning Concentration** within the major in Geography follows from the introduction of the Bachelor of Regional and Community Planning (BRCP). Students wishing to specialize in the Planning field are better served by the BRCP degree program.
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? None
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
   No impact. In the past academic year (2023-24), only 6 students were registered in the concentration. Most students interested in Planning have either moved into the BRCP or plan to do so soon. Those who are unable to do so will still be able to take the classes required to complete their concentration.
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

Memo for Program Changes

To: UEC

From: Dr. Afia Raja, PGES (Planning, Geography, and Environmental Studies)

Date: 10 October 2024

Subject: Program change (Geography Major)—Memo 1b: Changes to Program Requirements (Geography Major)

1. Summary of changes (select all the apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

The department of Planning, Geography, and Environmental Studies (PGES) undertook a redesign of their Geography programs in Summer 2024 with the aim of making the major more flexible, more future-looking, and more focused specifically on geographic thinking and training. These changes were made in part in light of the introduction three new degree programs (BES, BES-NS, and BRCP) in just 4.5 years, each of which grew out of the Geography major. This necessitated a redesign of the major around core geographic practices and outcomes. The new program design includes five change components. Those highlighted in yellow are included in this memo:

a. New program outcomes
   - See #3 (next page)

b. Smaller program size
   - The number of credits required is dropped to 50, a result of primarily from the reduction in the number of credits per course at the upper-level (from 4 credits to 3 credits). Updates to the course outlines to reflect this credit change are going through in Fall 2024. Some 300-level courses are already offered for 3 credits.

c. New course requirements
   - New courses and requirements are reflected in attached calendar copy.

d. Elimination of concentrations—see Memo 1a submitted separately for approval

e. New courses/ course removals—submitted separately for approval

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

   Program outcomes have been updated and narrowed (removing those that were better met in the degrees in Environmental Studies and Planning).

Program Learning Outcome	ILO # (s)
1. Ethically utilize **foundational data and knowledge collection** practices and analysis tools for both discrete and non-discrete phenomena, including: data discovery and knowledge systems, and **OCAP** principles (Foundation)	1, 5, 7
2. Explain historic and current **land-claims processes,** particularly in BC, and how these will reshape geographies within Canada (Foundation)	5
3. Discuss relationships between different phenomena at different **scales** across human and physical geographies (Foundation)	1, 7
4. Explore concepts and geographic connections between human and environmental **health** ("one health") and how these shape human and **place-based** practices and **sustainability** (Foundation)	1, 2
5. Adapt, identify, and apply **appropriate geographic tools** for specific and real-world problems and contexts (Intermediate)	1, 2
6. Assess **ethical** conundrums and **decision-making** strategies in professional/ community contexts (Intermediate)	1, 4, 5, 7
7. Utilize appropriate, **inclusive**, audience-specific **communications** tools and reflect on their effectiveness (Intermediate)	3, 7, 8
8. Analyze connections between **climate change** and **varied spatial patterns**, phenomena, and trends (e.g., demography, health, etc.) at different **scales** (local, regional, global) (Intermediate-Advanced)	1, 5, 7
9. Contribute to **place-based,** inclusive, geographically-informed **solution-building** with and within communities (Intermediate-Advanced)	4, 6, 7, 8
10. Reflexively engage in **critical thinking** practices that **interrogate** knowledges, systems, information sources, technologies, landscapes, and geographic trends (Advanced)	1, 2

4. What consideration has been given to Indigenizing the curriculum?

   The updated curriculum is organized around six pillars of thought and practice. One of these is *Indigenous Knowledges, Geographies, Rights and Title.* New and updated courses are redesigned to better incorporate this into course delivery.

   In addition, the program will align with multiple LOs (PLO 1, PLO 2) that explicitly identify Indigenous geographies, ethics, and information systems as core. Multiple others, e.g., PLO 5 and PLO 9, include ethics of engagement with and within Indigenous communities as part of a broader outcome.

5. Will additional resources be required? If so, how will these costs be covered?

   None. The program design changes should result in cost savings for delivery of the program. The new program format utilizes existing sections.

   The reduction in credits per course, and the subsequent reduction in credits required in the program, is driven by the Dean of Science's office. PGES faculty are reducing course credits under this direction. These costs are factored at the dean's office level.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The changes should positively impact students wishing to complete a Geography major. Students currently completing the major program will have the option of migrating to the new requirements and in most cases, will be able to complete earlier.

In addition, the requirements are more streamlined. The program is emphasizing geographic methods over geographic content. Students are not asked to complete such widely varied course content in physical and human geography at both the first and second year, because the proposed program requirements are designed to work together rather than separately while in tandem (e.g., 100-level HG + 100 PG, 200 HG + 200 PG, etc.). Required courses at the second year are methodological. Students can choose from a number of courses to meet their remaining 200-level requirement. Removing 200-level physical geography courses as a requirement (they can be used as options) reduces the barriers for students who are less interested or otherwise unable to complete those courses. Similarly, students more interested in physical geography are able to use physical geography courses to meet lower- and upper-level requirements.

The removal of the requirement for a course in STAT or PSYC 110 reduces delays in program completion experienced by learners who either need upgrading or who have to wait until 45 credits or more to ask permission to take one of the courses. (Additionally, a disproportionate number of GEOG majors take this course requirement at the *end* of their program, and after they have completed other courses where statistics would be of use. Students are primarily relying on the statistics they are learning in GEOG 252 for use in subsequent coursework.)

We anticipate that these changes will increase enrolment in the major program, particularly among students wishing to combine Geography with a second major or minor. This is because the revised program provides more flexibility in course selection to complete a second field of study. Many of the students who have completed the Geography program over the years have also done so with the intention of going into teaching social sciences. The revised Geography major will provide more flexibility for students to focus their registration decisions to courses relevant to their career plans.

Finally, and most importantly, the revised program is more relevant, adaptable, and reflective of the challenges that graduates will encounter in their communities and workplaces.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

   Yes and yes. The number of courses required will change for many students, because of the reduction of most 4-credit courses to 3-credits. In order to meet the upper-level 30 credit requirement, students will have to take up to 10 3-credit courses. Currently, they have to complete 8 4-credit courses.

   Concurrently, a significant reduction in course *offerings* within Geography is being put forward. Geography is shifting its focus away from requiring sub-disciplinary courses (e.g., in Physical and Human Geography) to more of an emphasis on geographic methods and professional and spatial ethics.

8. Identify any available resources that will be used to accommodate the program changes (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

Program changes do not necessitate a net increase in new resources. When possible, courses are being redesigned or replaced, rather than adding to the total number of courses required.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

   Yes. The Geography major only requires a single course outside of the discipline: STAT 104 or STAT 106. Geography majors will no longer be required to take this course, although Honours Geography students will still need to do so. Geography is redesigning its GEOG 252 to strengthen data management and analysis training. The STAT requirement is maintained for the Honours program, as students from the Honours stream tend to apply to graduate school where an additional STAT course would be of use.

   The current Geography major also requires courses delivered by the Geosciences department. However, this department (which was split from Geography in 2023) is in the same faculty. Their programs in Physical Geography have been suspended. Geography courses delivered by the Geosciences department will remain options in the Geography program.

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.

Geography major (for BA students)

This section specifies the Geography major ~~(no concentration)~~ 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.

Fees and additional costs

See the **Fees and Other Costs** section. Additional fees for course field trips and miscellaneous lab materials will apply to all students enrolled in Geography programs.

Program outline

Lower-level requirements: 26-28 credits

Course	Title	Credits
One of:		3
GEOG 140	Human Geography	
GEOG 160	Settlements: Why We Live Where We Do	
One of:		3
ENV 111	Environmental Issues and Strategies	
GEOG 111	Environmental Issues and Strategies	
GEOG 130	Geography of Canada	
One of (See Note 1):		4
ENV 212	Environmental Field and Lab Techniques	
GEOG 103	The Physical Environment	
Each of the following:		
GEOG 252	Explanations in Geography: Quantitative Methods	4
GEOG 256	Knowledge and Ethics in Geographic and Environmental Research	3
GEOG 257/ CMNS 257	Environment: Science and Communications	3
Two of (See Note 2):	ENV 212, GEOG 201, GEOG 202, GEOG 219/ BIO 219, GEOG 240, GEOG 241, GEOG 242/ ECON 242, GEOG 253, GEOG 260	6-8

Note 1: For students intending to applying to Teacher Education programs, GEOG 103 is recommended.
Note 2: Students may only use ENV 212 to meet single program requirement

~~Lower-level requirements: 29–30 credits~~

~~Course~~	~~Title~~	~~Credits~~
~~One of:~~		4
~~GEOG 103~~	~~The Physical Environment~~	
~~GEOG 116~~	~~Earth Rocks~~	
~~One of:~~		~~3~~
~~GDS 100/ GEOG 109~~	~~A World of Development~~	-
~~GEOG 111~~	~~Environmental Issues and Strategies~~	-
~~GEOG 140~~	~~Human Geography~~	
~~Two of:~~		~~8~~
~~GEOG 201~~	~~Climate and People~~	
~~GEOG 202~~	~~Understanding Your Earth: Landforms and Processes~~	
~~GEOG 219/BIO 219~~	~~Biogeography~~	
~~Plus:~~		-
~~GEOG 241~~	~~Social Geography: The Urban Experience~~	~~3~~
~~or GEOG 242/ECON 242~~	~~Economic Geography~~	
~~GEOG 252~~	~~Explanation in Geography: Quantitative Methods~~	~~4~~
~~GEOG 253~~	~~Introduction to Geographic Information Systems~~	~~4~~
~~One of:~~		~~3–4~~
~~STAT 104~~	~~Introductory Statistics~~	-
~~STAT 106~~	~~Statistics I~~	-
~~PSYC 110~~	~~Applied Statistical Analysis in Psychology~~	-

Upper-level requirements: 30-~~28–33~~66 credits

Course	Title	Credits
One of:		3-4
GEOG 355	GIS for Built Environment	
GEOG 357/ BIO 357	Conservation GIS	
GEOG 358	Forensic Geographic Information Systems	
GEOG 359	GIS Applications for Business	
Plus (See Note 3):		
	18 credits in 300-level or 400-level GEOG, not including GEOG 481, GEOG 482, GEOG 491 and 492	18
	9 credits in 300-level or 400-level GEOG, ENV, or PLAN, not including GEOG 481 or GEOG 482	9

Note 3: Courses may only be used once to meet program requirements. Students may not use more than two of GEOG 355, GEOG 357, GEOG 358, or GEOG 359 towards their upper-level major requirements.

Course	Title	Credits
GEOG 433	Advanced Geography of a Selected Region	4
One of (physical geography):		4
GEOG 302	River Geomorphology	-
GEOG 303	Environmental Hydrology	-
GEOG 304	Coasts and Climate Change	-
GEOG 307	Climates of Cities	-
GEOG 308	Climate Change and Variability	-
GEOG 315	Soilscapes	-
GEOG 319/BIO 319	Swamps and Bogs	-
GEOG 335/ BIO 335	Freshwater Ecology	-
GEOG 353	GIS Applications	-
GEOG 402	Quaternary Geology and Geomorphology	-
GEOG 410/BIO 410	Plant Ecology	-
GEOG 419/BIO 419	Paleoecology	-
GEOG 453	Remote Sensing of the Environment	-
GEOG 454	Geospatial Data Analysis Modeling	-
GEOG 458	GIS Project	-
One of (human geography):		4–5
GEOG 304	Coasts and Climate Change	-
GEOG 311	Global Resources and the Environment	-
GEOG 312	Nature, Power, and Place	-
GEOG 313	Agriculture and Rural Life	-
GEOG 314	Geography of Food	-
GEOG 316	Geography of Food II: Fermentation	-
GEOG 318	Water Resources Management	-
GEOG 323	Geography of War, Terrorism, and Peace	-
GEOG 331	Environmental Assessment and Management	-
GEOG 340/GDS 340	Geographies of Development: Landscapes of Inequality	-
GEOG 344	Geography of Urban Development	-
GEOG 346	Geography of Religion and Peacebuilding	-
GEOG 354	Approaches in Human Geography	-
GEOG 360	Introduction to Regional and Community Planning	-

GEOG 361	Environmental Economics	-
GEOG 362	Geography of Tourism and Recreation	-
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	-
GEOG 412	Environmental Geography Practicum	-
GEOG 440	Advanced Research Topics in Urban Geography	-
GEOG 447	Aboriginal Geography	-
GEOG 460	Practicum in Planning	-
GEOG 464/GD 464	Community Planning and Development: Local Applied Studio	-
GEOG 466/GD 466	Community Planning and Development: International Studio	-
One of (professional competency in geography):		0–6
GEOG 396/GDS 310/SOC 396	Global Development Studies: Canada Internship	
GEOG 398/GDS 311/SOC 398	Global Development Studies: International Internship	
GEOG 412	Environmental Geography Practicum	-
GEOG 460	Practicum in Planning	
GEOG 470	Advanced Field Studies in Geography	
COOP 120	Co-op Work Term II	-
At least 60 volunteer or work experience hours in a related geography field (see Note 3)		-
Plus:		-
Electives	Upper-level GEOG courses	16

Note 1: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 481, GEOG 482, GEOG 483, GEOG 484).

Note 2: No more than 11 credits of GEOG 396/GDS 310/SOC 396, GEOG 398/GDS 311/SOC 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the Geography major requirements.

Note 3: Students planning to complete this option should contact the program coordinator for information and the process for demonstrating their learning.

Co-operative Education option

The Co-operative Education option offers students the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After

completing their first year of study, Co-op students alternate between study-related full-time employment and full-time study.

Geography students are encouraged to consider pursuing a Co-operative Education designation within their degree. Interested students will need to apply at least one semester in advance of applying for employment opportunities through the program. Applicants must meet the requirements of the Co-operative Education program. Students should speak with a Co-operative Education Coordinator for placement possibilities in the Arts and/or Sciences.

Students who successfully complete three Co-op work terms will receive a Co-op designation on their transcript. Each work term is for four or eight months, and many of these are in the summer. In order to take full advantage of these work opportunities, students should consider applying by their second year of study. Students should see the **Co-operative Education** section of the calendar for further details, and should contact the Career Centre for further information, or visit **ufv.ca/jobs/co-op-education**.

~~Geography major concentrations~~

~~As part of completing a BA with a Geography major, students may choose to specialize in a particular sub-field, or concentration, of geographic study. Students may complete a concentration in order to advance their research skills, develop their interest area, or to prepare themselves for specific fields of employment or graduate study. The name of a selected concentration will appear on the transcript upon graduation. It is possible to complete more than one concentration.~~

~~Students interested in completing a concentration should speak with an Advisor to formally declare their program options (major, concentration, extended minor, or minor) by the end of their second year or beginning of their third year of studies. Students considering more than one concentration should do so even earlier. They should also check with an Advisor and the Planning, Geography, and Environmental Studies department coordinator for checklists and other information materials that will facilitate timely completion.~~

~~A concentration may be obtained in conjunction with a **Geography Honours** or a **Co-operative Education** designation. Students seeking an honours designation will need to apply to the honours program and complete the requirements of the honours program in addition to those required for the selected concentration. Students seeking a Co-operative Education designation should contact the **Centre for Experiential and Career Education** for further information.~~

This section specifies the Geography major concentration requirements only. Please refer to the **Bachelor of Arts** section for program requirements.

Urban Studies and Planning concentration

Lower-level requirements: 29–30 credits

Course	Title	Credits
One of:		4
GEOG 103	The Physical Environment	
GEOG 116	Earth Rocks	
One of:		3
GDS 100/ GEOG 109	A World of Development	-
GEOG 111	Environmental Issues and Strategies	
GEOG 140	Human Geography	
Two of:		8
GEOG 201	Climate and People	
GEOG 202	Understanding Your Earth: Landforms and Processes	
GEOG 219/ BIO 219	Biogeography	
Plus:		-
GEOG 241	Social Geography: The Urban Experience	3
or GEOG 242/ ECON 242	Economic Geography	
GEOG 252	Explanation in Geography: Quantitative Methods	4
GEOG 253	Introduction to Geographic Information Systems	4
One of:		3–4
STAT 104	Introductory Statistics	-
STAT 106	Statistics I	-
PSYC 110	Applied Statistical Analysis in Psychology	-

Note: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225 (discontinued).

Upper-level requirements: 28–34 credits

Course	Title	Credits
GEOG 433	Advanced Geography of a Selected Region	4
One of (physical geography):		4

GEOG 302	River Geomorphology	-
GEOG 303	Environmental Hydrology	-
GEOG 304	Coasts and Climate Change	-
GEOG 307	Climates of Cities	-
GEOG 308	Climate Change and Variability	-
GEOG 315	Soilscapes	-
GEOG 318	Water Resources Management	-
GEOG 319/BIO 319	Swamps and Bogs	-
GEOG 335/ BIO 335	Freshwater Ecology	-
GEOG 402	Quaternary Geology and Geomorphology	-
GEOG 410/BIO 410	Plant Ecology	-
GEOG 419/BIO 419	Paleoecology	-
GEOG 453	Remote Sensing of the Environment	-
GEOG 454	Geospatial Data Analysis Modeling	-
GEOG 458	GIS Project	-
One of:		4–5
GEOG 360	Introduction to Regional and Community Planning	-
GEOG 460	Practicum in Planning	-
GEOG 464/GD 464	Community Planning and Development: Local Applied Studio	-
GEOG 466/GD 466	Community Planning and Development: International Studio	-
One of:		4
GEOG 304	Coasts and Climate Change	-
GEOG 307	Climates of Cities	-
GEOG 314	Geography of Food	-
GEOG 316	Geography of Food II: Fermentation	-
GEOG 318	Water Resources Management	-
GEOG 362	Geography of Tourism and Recreation	-
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	-
One of:		4
GEOG 344	Geography of Urban Development	-
GEOG 440	Advanced Research Topics in Urban Geography	-
SOC 325/ ANTH 325	Culture and Theory of the City	-
One of (professional competency in geography):		0–6
GEOG 396/GDS 310/SOC 396	Canada Internship	

GEOG 398/GDS 311/SOC 398	International Internship	
GEOG 412	Environmental Geography Practicum	-
GEOG 460	Practicum in Planning	
GEOG 470	Advanced Field Studies in Geography	
COOP 120	Co-op Work Term II	-
At least 60 volunteer or work experience hours in a related geography field (see Note 2)		-
Plus:		-
Electives	Upper-level GEOG courses	8

Note 1: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 481, GEOG 482, GEOG 483, GEOG 484).

Note 2: Students planning to complete this option should contact the program coordinator for information and the process for demonstrating their learning.

Memo for Program Changes

To: UEC

From: Dr. Afia Raja, PGES (Planning, Geography, and Environmental Studies)

Date: 10 October 2024

Subject: Program change (Geography Minor)—Memo 1c: Changes to Program Requirements (Geography Minor)

1. Summary of changes (select all the apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: Change in calendar copy/ introduction

2. Rationale for change(s):

The department of Planning, Geography, and Environmental Studies (PGES) undertook a redesign of the Geography programs in Summer 2024 with the aim of making its programs more flexible, more future-looking, and more focused specifically on geographic thinking and training. These changes were made in part in light of the introduction three new degree programs (BES, BES-NS, and BRCP) in just 4.5 years, each of which grew out of the Geography major. Please refer to Memo 1b for additional details on the proposed changes to the Geography major.

This necessitated a redesign of the minor around core geographic practices and outcomes. The new program design includes three change components, and a change to calendar, outlined below:

a. New program outcomes
   - See #3 (next page)

b. Change in program credits/ courses
   - The number of credits required is increased slightly at the upper-level, from 16 to 18. Relatedly, the number of courses required increases from 4-5 to 6, as most upper-level Geography courses are being reduced from 4 credits to 3. At the same time, students may opt to complete two of these six courses from either ENV and/or PLAN.

c. New course requirements
   - New courses and requirements are reflected in attached calendar copy.

d. Changes in calendar copy

- The revised copy, which is consistent with that for the Environmental Studies minor (already in calendar) makes it clear that the Geography minor is available to students outside the BA.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
   Program outcomes have been updated. The following LOs are adapted to the minor program, with the level of proficiency indicated following each LO (e.g., "Foundation").

Program Learning Outcome	ILO # (s)	Met in
1. Ethically utilize **foundational data and knowledge collection** practices and analysis tools for both discrete and non-discrete phenomena, including: data discovery and knowledge systems, and **OCAP** principles (Foundation)	1, 5, 7	One of ENV 111, GEOG 130, or GEOG 160 (req.); one of GEOG 252, 256, 257 (req.)
2. Explain historic and current **land-claims processes,** particularly in BC, and how these will reshape geographies within Canada (Foundation)	5	GEOG 130 (opt.)
3. Discuss relationships between different phenomena at different **scales** across human and physical geographies (Foundation)	1, 7	All
4. Explore concepts and geographic connections between human and environmental **health** ("one health") and how these shape human and **place-based** practices and **sustainability** (Foundation)	1, 2	ENV 111 (opt.), GEOG 160 (opt.), selected UL courses
5. Adapt, identify, and apply **appropriate geographic tools** for specific and real-world problems and contexts (Foundation)	1, 2	one of GEOG 252, 256, 257 (req.)
6. Utilize appropriate, **inclusive**, audience-specific **communications** tools and reflect on their effectiveness (Foundation)	3, 7, 8	ENV 111 (opt.), GEOG 257 (opt.)
7. Analyze connections between **climate change** and **varied spatial patterns**, phenomena, and trends (e.g., demography, health, etc.) at different **scales** (local, regional, global) (Intermediate)	1, 5, 7	All
8. Reflexively engage in **critical thinking** practices that **interrogate** knowledges, systems, information sources, technologies, landscapes, and geographic trends (Intermediate)	1, 2	All

4. What consideration has been given to Indigenizing the curriculum?
   The updated curriculum is organized around six pillars of thought and practice. One of these is *Indigenous Knowledges, Geographies, Rights and Title.* New and updated courses are redesigned to better incorporate this into course delivery. In addition, the program will align with multiple LOs (PLO 1, PLO 2) that explicitly identify Indigenous geographies, ethics, and information systems as core. Multiple others, e.g., PLO 5 and PLO 9, include ethics of engagement with and within Indigenous communities as part of a broader outcome. These LOs are most extensively reflected in GEOG 130: *Canada*, GEOG 160: *Settlements: Why We Live Where We Do,* and GEOG 256: *Knowledge and Ethics in Geographic and Environmental Research*.

5. Will additional resources be required? If so, how will these costs be covered?
   No new resources are required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
   The changes should positively impact students wishing to complete a Geography minor.

   Notably, and not insignificantly, this is the first time GEOG 130: Canada has been included in the minor program. The course has always been treated as an elective outside the minor, despite it

being the most frequently completed GEOG course. This change is being made because PGES faculty have redesigned the course content and delivery, shifting away from the highly problematic colonial framing of Canadian regional geography found in standard university-level textbooks for this course.

More than any other change, enabling GEOG 130 to serve as a gateway to the minor should increase enrollment in the program.

Further, the lower level requirements reflect a renewed emphasis on integrated, holistic approaches to geography—a shift away from the problematic splits between *human* and *physical geography*—as reflected in ENV 111, GEOG 130, and GEOG 160. These and other courses emphasize the practices and ethics of geography and incorporate a diversity of geographic tools and methods that could also be employed in the K-12 system (for those students continuing into Teacher Education). The minor program allows for some courses in its nearest-neighbour programs—Environmental Studies and Planning—to be used to meet requirements, which ensures sufficient access to course diversity.

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?
   At the lower-level, the number of credits remains the same. At the upper-level, the credits required changes from 16 to 15, while the number of courses required increases from 4-5 to 5. Note that upper-level Geography courses are being reduced from 4 credits to 3, and this in turn necessitates increased number of courses required to maintain or slightly increase credits required. At the same time, students may opt to complete two of these six courses from either ENV and/or PLAN.

8. Identify any available resources that will be used to accommodate the program changes (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)
   Program changes do not necessitate a net increase in new resources. When possible, courses are being redesigned or replaced, rather than adding to the total number of courses required.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.
   Yes. GDS 100 has been removed as an option to meet the lower-level requirements in the Geography minor. (GEOG 109 will go forward for a proposed cross-list removal this Fall.) This course was previously included as an alternative to GEOG 140, as students were introduced to some of the ideas and themes also covered in Human Geography. However, the new course pathways (one of ENV 111, GEOG 130, or GEOG 160) place greater emphasis on blended human-physical geographic study, relations to land and water, and the use of geographic tools. GDS 100 is no longer an appropriate pathway.

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.

Geography minor ~~(for BA students)~~

This section specifies the Geography minor requirements only. The Geography minor can be completed in a number of degree programs, but cannot be completed as part of the Bachelor of Environmental Studies, or Bachelor of Environmental Studies (Natural Sciences). Please refer to the appropriate Bachelor degree for information on additional requirements. Students are encouraged to consult an Academic Advisor early to ensure timely completion.

~~**This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in** this section **and includes the requirements for** declaring **a minor. Please check the Bachelor of Arts** residency **section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.**~~

Lower-level requirements: 13–15 credits

Course	**Title**	**Credits**
One of:		3
ENV 111	Environmental Issues and Strategies	
GEOG 130	Geography of Canada	
GEOG 140	Human Geography	
GEOG 160	Settlements: Why We Live Where We Do	
One of (See Note 1):		4
ENV 212	Environmental Field and Lab Techniques	
GEOG 103	The Physical Environment	
One of		3-4
GEOG 252	Explanations in Geography: Quantitative Methods	
GEOG 256	Knowledge and Ethics in Geographic and Environmental Research	
GEOG 257/ CMNS 257	Environment: Science and Communications	
One of:	ENV 212, GEOG 201, GEOG 202, GEOG 219/ BIO 219, GEOG 240, GEOG 241, GEOG 242/ ECON 242, GEOG 252, GEOG 253, GEOG 256, GEOG 257, GEOG 260 (See Note 2)	3-4
~~**Course**~~	~~**Title**~~	~~**Credits**~~
~~**One of:**~~		~~4~~
~~GEOG 103~~	~~The Physical Environment~~	
~~GEOG 116~~	~~Earth Rocks~~	
~~**One of:**~~		~~3~~

~~GDS 100/ GEOG 109~~	~~A World of Development~~	~~-~~
~~GEOG 111~~	~~Environmental Issues and Strategies~~	~~-~~
~~GEOG 140~~	~~Human Geography~~	
~~**Plus:**~~		~~-~~
~~-~~	~~Any two 200-level GEOG courses~~	~~6–8~~

Note 1: For students intending to applying to Teacher Education programs, GEOG 103 is recommended.
Note 2: Courses may only be used once to meet program requirements.

Upper-level requirements: 15~~6~~ credits

Course	Title	Credits
	9 credits in 300-level or 400-level GEOG, not including GEOG 481 or GEOG 482 (See Note 3)	9
	6 additional credits in 300-level or 400-level GEOG, ENV, or PLAN	6

Note 3: Students may not use more than two of GEOG 355, GEOG 357, GEOG 358, or GEOG 359 towards their upper-level major requirements.

~~Course~~	~~Title~~	~~Credits~~
~~-~~	~~16 credits of upper-level GEOG (see Note)~~	~~16~~

~~Note: No more than four credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 481, GEOG 482, GEOG 483, GEOG 484).~~

~~Co-operative Education option~~

~~The Co-operative Education option offers students the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between study-related full-time employment and full-time study.~~

~~Geography students are encouraged to consider pursuing a Co-operative Education designation within their degree. Interested students will need to apply at least one semester in advance of applying for employment opportunities through the program. Applicants must meet the requirements of the Co-operative Education program. Students should speak with a Co-operative Education Coordinator for placement possibilities in the Arts and/or Sciences.~~

~~Students who successfully complete three Co-op work terms will receive a Co-op designation on their transcript. Each work term is for four or eight months, and many of these are in the summer. In order to take full advantage of these work opportunities, students should consider applying by their second year of study. Students should see the **Co-operative Education** section of the calendar for further details, and should contact the Career Centre for further information, or visit **ufv.ca/jobs/co-op-education**.~~

Memo for Program Changes

To: UEC

From: Dr. Afia Raja, PGES (Planning, Geography, and Environmental Studies)

Date: 10 October 2024

Subject: Program change (Geography Honours)—Memo 1d: Changes to Program Requirements (Geography 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:

Revised calendar language

2. Rationale for change(s):

The department of Planning, Geography, and Environmental Studies (PGES) undertook a redesign of their Geography programs in Summer 2024 with the aim of making the major more flexible, more future-looking, and more focused specifically on geographic thinking and training. These changes were made in part in light of the introduction three new degree programs (BES, BES-NS, and BRCP) in just 4.5 years, each of which grew out of the Geography major. Please refer to Memo 1 for further explanation of changes to the major.

The Geography Honours program has not been updated for many years. For that reason, the new Honours program design includes several change components, outlined below, beyond that seen for the Geography major. In addition, calendar copy revisions have been drafted.

a. New program outcomes
   - See question #3 (page 3 of this document)

b. Change in program size
   - The number of credits required is dropped to 58, a result of changing requirements and a reduction in the number of credits per course (from 4 credits to 3 credits).

c. New course requirements
   - In line with changes to the Geography Major, the Geography Honours program has new requirements (see attached revised calendar copy). Specific to the Honours program, these changes include:

1. Requirement to complete an additional course in leadership and professional ethics, theory and practice, reflected in choice of GEOG 300f, ENV 310, PLAN 310, or PLAN 400.
2. The proposed structure of the Honours program is consistent with the UFV Honours framework, in that the Honours degree requires three courses not otherwise required in the major (One of GEOG 300f, ENV 310, PLAN 310, or PLAN 400), plus two research project courses, GEOG 491 and GEOG 492.
    a. Honours students will have to complete GEOG 491. The alternative courses to this course currently listed in calendar are in most cases being discontinued (e.g., GEOG 440), are no longer managed by PGES faculty (e.g., GEOG 458), or do not provide sufficient preparation for GEOG 492 (GEOG 396, 398).
3. In addition, the Honours program will retain the requirement to complete one of STAT 104, STAT 106, or PSYC 110, as one of these is often required for graduate school entry.

d. Change in requirements for Admissions

- New entrance requirements are proposed which obtain two objectives:
    1. Ensure students are completing at least two (and ideally all three) of their required research methods courses (GEOG 252, 256, and 257) in a timely fashion, and prior to beginning their research project.
    2. Ensure earlier declaration of a student's Honours program earlier, during their third year, rather than at the start of their fourth year. This is important to increase the scheduling flexibility for the research project courses. Earlier declaration also provides more time to PGES faculty and Honours students in planning for graduate school entry (the expected pathway for Geography Honours graduates).
    3. The addition of department head approval ensures that students begin application process in the department prior to submitting a request for program declaration with an Academic Advisor.
- Students declare their intention to complete an Honours degree after they are already in the BA, and frequently after they are already a declared Geography major. The 'application' is a formality rather than an OREG-administered process. Students are approved for Honours by an internal committee/ department head following assessment of student materials and assignment of student to a research project supervisor. The revised language regarding application provides a rationale for this process.

e. Change in calendar language

- Revised copy omits mentions of concentrations (which are being proposed for removal, see Memo 1a). Other changes in copy are related to application (see above).

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

Program outcomes have been updated and narrowed (removing those that were better met in the degrees in Environmental Studies and Planning). For the Honours program, the program LOs remain the same, but Honours graduates are expected to have met several of these at a higher level of proficiency (highlighted in table below).

Program Learning Outcome	ILO # (s)
1. Ethically utilize **foundational data and knowledge collection** practices and analysis tools for both discrete and non-discrete phenomena, including: data discovery and knowledge systems, and **OCAP** principles (Intermediate-Advanced)	1, 5, 7
2. Explain historic and current **land-claims processes,** particularly in BC, and how these will reshape geographies within Canada (Foundation)	5
3. Discuss relationships between different phenomena at different **scales** across human and physical geographies (Foundation)	1, 7
4. Explore concepts and geographic connections between human and environmental **health** ("one health") and how these shape human and **place-based** practices and **sustainability** (Foundation) *Potentially Intermediate or Advanced, dependent on research project topic	1, 2
5. Adapt, identify, and apply **appropriate geographic tools** for specific and real-world problems and contexts (Intermediate-Advanced)	1, 2
6. Assess **ethical** conundrums and **decision-making** strategies in professional/ community contexts (Intermediate-Advanced)	1, 4, 5, 7
7. Utilize appropriate, **inclusive**, audience-specific **communications** tools and reflect on their effectiveness (Advanced)	3, 7, 8
8. Analyze connections between **climate change** and **varied spatial patterns**, phenomena, and trends (e.g., demography, health, etc.) at different **scales** (local, regional, global) (Intermediate) (Possibly Advanced, dependent on research project topic)	1, 5, 7
9. Contribute to **place-based,** inclusive, geographically-informed **solution-building** with and within communities (Intermediate-Advanced)	4, 6, 7, 8
10. Reflexively engage in **critical thinking** practices that **interrogate** knowledges, systems, information sources, technologies, landscapes, and geographic trends (Advanced)	1, 2

4. What consideration has been given to Indigenizing the curriculum?

   The updated curriculum is organized around six pillars of thought and practice. One of these is *Indigenous Knowledges, Geographies, Rights and Title.* New and updated courses are redesigned to better incorporate this into course delivery.

   In addition, the program will align with multiple LOs (PLO 1, PLO 2) that explicitly identify Indigenous geographies, ethics, and information systems as core. Multiple others, e.g., PLO 5 and PLO 9, include ethics of engagement with and within Indigenous communities as part of a broader outcome.
   Finally, all Honours students are required to take a course in leadership and ethics (ENV 310, PLAN 310) or theory and practice (GEOG 300f, PLAN 400). Each of these four classes are heavily inclusive of Indigenous ways of knowing, practices, and leadership models. GEOG 300f is part of the Power and Place certificate.

5. Will additional resources be required? If so, how will these costs be covered? None.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The changes should positively impact students wishing to complete a Geography Honours degree. The pathways for completing the Honours program are clearer, more logical, and more internally cohesive, particularly in light of changes to the Geography major more generally. An earlier entrance to the Honours program reduces pressure on students to immediately begin their research project.

Interest in the Geography Honours program has been limited since the introduction of the BES programs and the shift of students into the BES or BES-NS. Changes to the major and Honours program are designed to increase interest in both program designations. The number of students pursuing an Honours degree in Geography is likely to remain low, but PGES faculty would prefer lower numbers for the time being while they update their programs and move new faculty through the probationary and tenure process.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

   The program size is being reduced from 64 credits to 61. Most of this is being achieved by the reduction of most 4-credit courses to 3-credits.

8. Identify any available resources that will be used to accommodate the program changes (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

   Program changes do not necessitate a net increase in new resources.

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.

   Specific to the Honours program requirements, no change in the use of disciplines outside Geography (other than Environmental Studies and Planning, within the same department) is being proposed. Changes within the Major are addressed separately (Memo 1b).

   Geography courses delivered by the Geosciences department will remain options in the Honours Geography program. This department (which was split from the School of Land Use and Environmental Change and from Geography in 2023) is in the same faculty as PGES. However, their programs in Physical Geography have been suspended.

   The proposed changes remove selected Physical Geography courses (GEOG 400g, GEOG 410, etc.) are being removed as alternatives to GEOG 491, the first semester of the research project. These course alternatives are being removed because the faculty instructors for these courses are not in PGES and do not teach any core requirements within the revised Geography program; they therefore would not be expected to be available to supervise GEOG 492, the second part of the research project.

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.

Geography Honours (for BA students)

Entrance requirements

Students can apply to the Geography Honours program when they have met the following criteria:

1. Completion of 75~~90~~ credits that apply to the Bachelor of Arts, including:
    1. ~~at~~At least 24~~6~~ credits in Geography~~.~~
    2. At least 6 credits in 300- or 400-level GEOG, ENV, and/or PLAN
    3. ~~0.~~ At least two of: GEOG 252, GEOG 256, and GEOG 257
2. A minimum GPA of 3.33 in all courses required for program completion~~.~~
3. ~~2.~~ Approval of the Department Head of PGES (Planning, Geography, and Environmental Studies)

Interested students are encouraged to seek out advice on the Geography Honours program from ~~Geography faculty~~the Department Head of PGES or an Academic Advisor as early as possible in their studies. Students should plan ~~, and~~ to apply to the program at the earliest possible entry date.

How to apply

Approval of the Department Head is required for a student to formally declare their intention to complete the Honours degree. This is because Honours students are required to complete a two-semester Honours project with a faculty supervisor. Department Head's permission is provided following a review of the student's academic record and a completed honours application package. This review is needed in order to ensure availability of a faculty supervisor to supervise the student's project.

To apply, students ~~will need to provide the following:~~

~~An honours program application package~~will need to complete and submit the application package, which is available ~~(available~~ from the department assistant. ~~)~~.

A Geography Honours Advisory Committee will review applications, and make recommendations for a faculty supervisor to the Department Head. ~~A portfolio that includes coursework (laboratory assignments, written papers, etc.) from select completed~~

~~geography courses. The portfolio is a tool to be used by students, the Geography Honours Advisory Committee, and potential faculty project advisor to identify areas of improvement and potential project topics, as well as writing and research strengths and weaknesses. Portfolio guidelines are available from the department.~~

~~Students should submit application materials to the department assistant. The Geography Honours Advisory Committee will then arrange for a project supervisor.~~ Interested students are also encouraged to ~~approach~~ speak with a departmental faculty member appropriate to their research interests who may serve as supervisor ~~as their honours supervisor~~ in advance of applying.~~.~~

Fees and additional costs

See the **Fees and Other Costs** section. Additional fees for course field trips and miscellaneous lab materials will apply to all students enrolled in Geography programs.

Program requirements

In addition to the requirements for the **Bachelor of Arts** and for the **Geography major**, Geography Honours students will need to complete the following:

1. 120 credits, including:
    - A minimum of 38 credits in Geography
    - A minimum additional 20 credits in GEOG, ENV, and/or PLAN
    - One of: GEOG 300f, ENV 310, PLAN 310, or PLAN 400
    - One of: STAT 104, STAT 106, or PSYC 110

    ~~A minimum of 64 credits of Geography, including GEOG 354.~~

~~1.~~ An original research project, completed as part of GEOG 491 and GEOG 492~~:~~

2.

~~One of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, 458, or 491; and~~

~~GEOG 492: Honours research project.~~

3. Minimum CGPA of 3.33.

Program outline

This section specifies the honours requirements only. Please refer to the **Bachelor of Arts** for program requirements.

Lower-level requirements: 29–3230 credits

Course	Title	Credits
One of:		3
GEOG 140	Human Geography	
GEOG 160	Settlements: Why We Live Where We Do	
One of:		3
ENV 111	Environmental Issues and Strategies	
GEOG 111	Environmental Issues and Strategies	-
GEOG 130	Geography of Canada	
One of (See Note 1):		4
ENV 212	Environmental Field and Lab Techniques	
GEOG 103	The Physical Environment	
Each of the following:		
GEOG 252	Explanations in Geography: Quantitative Methods	4
GEOG 256	Knowledge and Ethics in Geographic and Environmental Research	3
GEOG 257/ CMNS 257	Environment: Science and Communications	3
Two of (See Note 2):	ENV 212, GEOG 201, GEOG 202, GEOG 219/ BIO 219, GEOG 240, GEOG 241, GEOG 242/ ECON 242, GEOG 253, GEOG 260	6-8
One of:	STAT 104, STAT 106, or PSYC 110	3-4
~~**Course**~~	~~**Title**~~	~~**Credits**~~
~~**One of:**~~		~~4~~
~~GEOG 103~~	~~The Physical Environment~~	
~~GEOG 116~~	~~Earth Rocks~~	
~~**One of:**~~		~~3~~
~~GDS 100/ GEOG 109~~	~~A World of Development~~	~~-~~
~~GEOG 111~~	~~Environmental Issues and Strategies~~	~~-~~
~~GEOG 140~~	~~Human Geography~~	
~~**Two of:**~~		~~8~~
~~GEOG 201~~	~~Climate and People~~	
~~GEOG 202~~	~~Understanding Your Earth: Landforms and Processes~~	

~~GEOG 219/BIO 219~~	~~Biogeography~~	
~~**Plus:**~~		~~-~~
~~GEOG 241~~	~~Social Geography: The Urban Experience~~	~~3~~
~~**or** GEOG 242/ECON 242~~	~~Economic Geography~~	
~~GEOG 252~~	~~Explanation in Geography: Quantitative Methods~~	~~4~~
~~GEOG 253~~	~~Introduction to Geographic Information Systems~~	~~4~~
~~**One of:**~~		~~3–4~~
~~STAT 104~~	~~Introductory Statistics~~	~~-~~
~~STAT 106~~	~~Statistics I~~	~~-~~
~~PSYC 110~~	~~Applied Statistical Analysis in Psychology~~	~~-~~

Note 1: For students intending to applying to Teacher Education programs, GEOG 103 is recommended.
Note 2: Courses may only be used once to meet program requirements.

Upper-level requirements: ~~32~~32–~~34~~42 credits

Course	Title	Credits
GEOG 491	Honours Research Design and Data Collection	4
GEOG 492	Honours Research Project	4
One of:		3-4
GEOG 300f	Maps, Territories, and Land Claims	
ENV 310	Leadership in Environmental Professions	
PLAN 310	Planning Law and Ethics	
PLAN 400	Theories in Regional and Community Planning	
One of:		3-4
GEOG 355	GIS for Built Environment	
GEOG 357/ BIO 357	Conservation GIS	
GEOG 358	Forensic Geographic Information Systems	
GEOG 359	GIS Applications for Business	
Plus (See Note 3):		
	9 credits in 300-level or 400-level GEOG, not including GEOG 481, GEOG 482	9
	9 additional credits in 300-level or 400-level GEOG, ENV, or PLAN	9

Note 3: Students may not use more than two of GEOG 355, GEOG 357, GEOG 358, or GEOG 359 towards their upper-level major requirements.

Course	Title	Credits
GEOG 354	Approaches in Human Geography	4
GEOG 433	Advanced Geography of Selected Regions	4
GEOG 491	Honours Research Design and Data Collection	4
GEOG 492	Honours Research Project	4
One of (physical geography):		4
GEOG 302	River Geomorphology	-
GEOG 303	Environmental Hydrology	-
GEOG 304	Coasts and Climate Change	-
GEOG 307	Climates of Cities	-
GEOG 308	Climate Change and Variability	-
GEOG 315	Soilscapes	-
GEOG 319/BIO 319	Swamps and Bogs	-
GEOG 335/ BIO 335	Freshwater Ecology	-
GEOG 353	GIS Applications	-
GEOG 402	Quaternary Geology and Geomorphology	-
GEOG 410/BIO 410	Plant Ecology	-
GEOG 419/BIO 419	Paleoecology	-
GEOG 453	Remote Sensing of the Environment	-
GEOG 454	Geospatial Data Analysis Modeling	-
GEOG 458	GIS Project	-
One of (human geography):		4–5
GEOG 304	Coasts and Climate Change	-
GEOG 311	Global Resources and the Environment	-
GEOG 312	Nature, Power, and Place	-
GEOG 314	Geography of Food	-
GEOG 316	Geography of Food II: Fermentation	-
GEOG 318	Water Resources Management	-
GEOG 331	Environmental Assessment and Management	-
GEOG 340/ GDS 340	Geographies of Development: Landscapes of Inequality	-
GEOG 344	Geography of Urban Development	-
GEOG 346	Geography of Religion and Peacebuilding	-
GEOG 360	Introduction to Regional and Community Planning	-
GEOG 361	Environmental Economics	-
GEOG 362	Geography of Tourism and Recreation	-
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	-
GEOG 440	Advanced Research Topics in Urban Geography	-
GEOG 447	Aboriginal Geography	-
GEOG 464/ GD 464	Community Planning and Development: Local Applied Studio	-
GEOG 466/GD 466	Community Planning and Development: International Studio	-
One of (professional competency in geography):		0–6

GEOG 396/GDS 310/SOC 396	Canada Internship	
GEOG 398/GDS 311/SOC 398	International Internship	
GEOG 412	Environmental Geography Practicum	-
GEOG 460	Practicum in Planning	
GEOG 470	Field Studies in Geography	-
COOP 120	Co-op Work Term II	-
At least 60 volunteer or work experience hours in a related geography field (see Note 3)		-
Plus:		-
Electives	Two or three upper-level GEOG courses	8–12

Note 1: No more than eight credits of Directed Studies/Directed Readings (GEOG 480, GEOG 481, GEOG 482, GEOG 483, GEOG 484) will count toward the Geography Honours.

Note 2: No more than 11 credits of GEOG 396/GDS 310/SOC 396, GEOG 398/GDS 311/SOC 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the Geography Honours requirements.

Note 3: Students planning to complete this option should contact the program coordinator for information and the process for demonstrating their learning.

Concentrations

Students can choose to complete an honours designation in Geography with a selected **concentration**. Students seeking an honours designation will need to apply to the honours program and complete the requirements of the honours program in addition to those required for the selected concentration.

Program requirements

In addition to the requirements for the **Bachelor of Arts** and for the **Geography major**, Geography Honours students will need to complete the following:

2.1. 120 credits, including:

- A minimum of 64 credits of Geography, including GEOG 354.

3.1. An original research project, completed as part of:

- One of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, 458, or 491; and

~~o GEOG 492: Honours research project.~~

~~4.1. Minimum CGPA of 3.33.~~

Research project

Successful completion of a research project is required prior to graduation with the Honours designation. This project is developed in consultation with a faculty supervisor and demonstrates students' advanced skills and knowledge in ~~a given area of~~ geography.

Students will complete this project in two courses. In the first course, students will design and collect data for their project. This will be completed as part of GEOG 491 (Honours Research Design and Data Collection)~~, or an equivalent third-year internship or fourth-year research-intensive course approved by the department~~. Students will then register in GEOG 492 (Honours Research Project) to complete the data analysis and project write-up.

Each honours student will disseminate their research findings in a presentation to an academic audience (e.g. professional conference or department seminar) as well as through an academic research poster or alternative. Following project completion and presentation, the honours supervisor in consultation with a second reader, will assign a grade for GEOG 492.

Residency

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.

Graduation requirements

A minimum CGPA of 3.33, including the mark awarded for the final research project, must be attained in order for an honours designation to be awarded.

Course listings

For complete details on courses see the **course descriptions** section.