



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

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 13      **2.1. UEC draft minutes: February 28, 2025**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

14 -      **3.1. Adult Education**  
21      Review with changes: ADED 320, 325

MOTION: To approve the ADED course outlines as presented.

22 -      **3.2. Arts and Integrated Studies**  
25      Change to prerequisites: AIS 398

MOTION: To approve the AIS 398 course outline as presented,

26 -      **3.3. Business**  
40      Review with changes: BUS 305  
         New course: BUS 313, HRM Data Analytics

Alignment of program learning outcomes: Financial Analytics post-baccalaureate diploma

MOTION: To approve the BUS course outlines as presented.

41 -      **3.4. Child, Youth, and Family Studies**  
44      Changes including pre/corequisites and grading system: CYC 310

MOTION: To approve the CYC 310 course outline as presented.

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45 -  
49

**3.5. English**

Review with changes including title: ENGL 388

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

50 -  
117

**3.6. History**

Review with changes: HIST 101, 103, 119, 301, 311, 335, 364, 391, 400, 418, 426, 430, 491

New course: HIST 312, A History of Genocide

MOTION: To approve the HIST course outlines as presented.

118 -  
126

**3.7. Information Studies**

Review with changes: LIBT 250, 270

MOTION: To approve the LIBT course outlines as presented.

127 -  
129

**3.8. Arts**

Discontinuation: MUSC 199

New program: Intercultural Essentials associate certificate

MOTION: To discontinue MUSC 199.

MOTION: To recommend approval of the Intercultural Essentials associate certificate as presented.

130 -  
154

**3.9. Graphic and Digital Design**

Review with changes including title: GD 403, 460

New course: GD 497, Practicum in Graphic and Digital Design

Review with changes including title and prerequisites: GD 498

Changes to program requirements: Graphic and Digital Design major

Discontinuation: GD 369, 461, 499

MOTION: To approve the GD course outlines as presented.

MOTION: To approve the changes to the Graphic and Digital Design major as presented, effective September 2025.

MOTION: To discontinue GD 369, 461, and 499.

155 -  
189

**3.10. Planning, Geography, and the Environment**

Discontinuation: GEOG 140, 233, 323, 346, 354, 400, 433, 440, 447, 452, 480, 481, 482, 484

Review with changes including course code: PLAN 460 (currently GEOG 460)

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Changes including prerequisites and course code: PLAN 464/GD 464 (currently GEOG 464/GD 464)

Changes including prerequisites and course code: PLAN 466/GD 466 (currently GEOG 466/GD 466)

Changes to program requirements: Bachelor of Regional and Community Planning

MOTION: To discontinue GEOG 140, 233, 323, 346, 354, 400, 433, 440, 447, 452, 480, 481, 482, and 484.

MOTION: To approve the PLAN course outlines as presented.

MOTION: To recommend approval of the changes to the Bachelor of Regional and Community Planning as presented, effective September 2025.

190 -  
214

**3.11. Continuing Education**

Changes including prerequisites: CIVI 202, 302, 311, 312

MOTION: To approve the CIVI course outlines as presented.

215 -  
219

**3.12. Creative Arts**

Changes to program requirements: Visual Arts minor

MOTION: To approve the changes to the Visual Arts minor as presented, effective September 2025.

220 -  
235

**3.13. Science**

Changes to program and entrance requirements: Associate of Science

MOTION: To recommend approval of the changes to the Associate of Science 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. INFORMATION ITEMS**

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**5.1. 2024/25 UEC membership**

**5.2. Program suspensions and discontinuations**

Two-year suspension renewed: Applied Ethical and Political Philosophy minor

**6. ADJOURNMENT**



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

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

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Thais Amorim, Michael Batu, Chris Campbell, Rhonda Colwell, Vlad Dvoracek, Joy Enyinnaya, Samantha Hannah, David Johnston, Allyson Jule, Dana Landry, Stan Manu, Sylvie Murray, Cindy Schultz, and Susan Stoneson

**ABSENT:** Afeef Alam, Shirley Hardman, Claire Hay, Bobby Jaswal, Amber Johnston, Pavandeep Judge, Selena Karli, Carolyn MacLaren, David McGuire, Lisa McMartin, and Shel Stefan

**GUESTS:** Ian Affleck, Avril Alfred, Anna Cook, Donna Derkson, Geetanjali Gill, Anna Griffith, Zina Lee, Shelley Liebembuk, Curtis Magnuson, Delinah Marples, Heather McAlpine, Sheryl McMath, Linda Parady, Afia Raja, Michelle Rhodes, Molleen Shilliday, Mark Thompson, Tannaz Zargarian, Frank Zhang

**RECORDER:** Amanda Grimson

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

The Bachelor of Arts was moved to a separate item from Arts and Integrated Studies (now items 3.12 and 3.13).

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

**2.1.** UEC draft minutes: January 31, 2025

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

**3.1. Education**

New course: EDUC 480

**MOTION:**

To approve the EDUC 480 course outline as presented.  
CARRIED

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.  
CARRIED

**3.2. Social Work and Human Services**

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

The BSW entrance requirements include one of SOWK 225 or PSYC 250, but PSYC 250 requires both PSYC 101 and PSYC 102, effectively creating a hidden prerequisite. This has been the case since the degree was created, but is an area the BSW committee will look at in the future.

UEC has previously been concerned that the list of accepted "general and discretionary electives" is only maintained on the School of Social Work and Human Services' website rather than in the academic calendar, as these can be updated at any time without consultation or approval. This is of particular concern since the electives are part of the entrance requirements, and UFV's Admission policy requires notice of increased requirements (i.e., removal of applicable courses) in the calendar for at least 12 months. Curtis Magnuson (Director, School of SWHS) confirmed that courses are not typically removed from the list, but if this were to occur it would not disadvantage a student who has already completed the course. The School works with Academic Advising and students to ensure they meet the elective requirements, and feels the current approach allows them to better update the list as changes occur across the institution.

It was agreed that SWHS will bring the list of general and discretionary elective courses to UEC for review on an annual basis, and that it will continue to be maintained on the School's website.

**MOTION:**

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

- Entrance requirement 1, bullet #5: "chosen from **a list** available on the BSW application page" will remain as "chosen from **the approved list** available on the BSW application page"

CARRIED; 1 OPPOSED

**3.3. Social Innovation**

New program: Social Innovation certificate

**MOTION:**

To recommend approval of the Social Innovation certificate.

CARRIED

New course: INNV 100

New course: INNV 200

New course: INNV 300

New course: INNV 400

**MOTION:**

To approve the new course code INNV (Innovation).

CARRIED

**MOTION:**

To approve the INNV course outlines as presented.

CARRIED

**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.

CARRIED

**3.5. Business**

Review with changes: BUS 100

Review with changes including prerequisites: BUS 203

Review with changes: BUS 304

There was a suggestion to add an Indigenous text for BUS 100. The School of Business confirmed that the included textbook was chosen because it provides Indigenous perspectives and case studies.

**MOTION:**

To approve the BUS course outlines as presented.

CARRIED

**3.6. Communications**

Review with changes including title: CMNS 125

It was noted that many programs include a requirement of either ENGL 105 or CMNS 125, although they are very different courses. Sylvie Murray (Dean, College of Arts) indicated that Arts will be looking at the various writing courses to consider their differences and clarify the purpose of each course.

**MOTION:**

To approve the CMNS 125 course outline as presented.

CARRIED

**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, Directed Studies in Advanced Computing

**MOTION:**

To approve the COMP course outlines as presented.

CARRIED

**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.

CARRIED

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**3.9. English**

New course: ENGL 389, Careers in Writing and Publishing

**MOTION:**

To approve the ENGL 389 course outline as presented.

CARRIED

**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.

CARRIED

**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.

CARRIED

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

MAND 210, 301, and 302 are not attached to a program since there is no Advanced Proficiency certificate in Mandarin, but Molleen Shilliday (Department Head, Modern Languages) indicated that they are popular electives for international students.

**MOTION:**

To approve the MAND course outlines as presented.

CARRIED

Review with changes: PUNJ 101, 102, 209

Review with changes including total hours: 210, 211

PUNJ 209 is not currently included in a program.

**MOTION:**

To approve the PUNJ course outlines as presented.

CARRIED

**3.12. Arts**

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.

CARRIED

**3.13. Arts and Integrated Studies**

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

AIS expects this course to be of particular interest to international students entering the labour market.

**MOTION:**

To approve the AIS 210 course outline as presented.

CARRIED

Discontinuation: Bachelor of Integrated Studies Applied Management concentration

Students currently in the Applied Management concentration will be assisted in completion of their program.

**MOTION:**

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

CARRIED

**3.14. Philosophy**

New course: PHIL 199, Hot Topics in Philosophy

The proposed course title was discussed, and the Philosophy department was asked to consider an alternative such as "Current Topics in Philosophy".

*Course title was revised after the meeting to "Topics in Philosophy".*

**MOTION:**

To approve the PHIL 199 course outline as presented.

CARRIED

Change to program requirements: Philosophy major

Change to program requirements: Philosophy minor

**MOTION:**

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

CARRIED

**3.15. Creative Arts courses**

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

**MOTION:**

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

CARRIED

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 amended:

- THEA 370: THEA added to list of applicable prerequisite credits.

CARRIED

**3.16. Creative Arts programs**

Change to program requirements: Theatre major

**MOTION:**

To recommend approval of the changes to the Theatre major as presented, effective September 2025.

CARRIED

Change to program requirements: Theatre extended minor

Change to program requirements: Theatre minor

**MOTION:**

To recommend approval of the changes to the Theatre extended minor and minor as presented, effective September 2025.

CARRIED

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Change to program requirements: Theatre diploma

**MOTION:**

To recommend approval of the changes to the Theatre diploma as presented, effective September 2025.

CARRIED

Change to program requirements: Visual Arts major

**MOTION:**

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

CARRIED

**3.17. 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

The wide range of applicable prerequisite courses for GEOG 256, and 325 was discussed. Michelle Rhodes (Planning, Geography, and Environmental Studies representative) indicated that students need to have some social science or relevant science background, but that environmental assessment is a multidisciplinary and transdisciplinary process.

**MOTION:**

To approve the GEOG course outlines as presented.

CARRIED

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 amended:

- ENV 331: prerequisite corrected to "...including 6 credits of..."

CARRIED

Change to program requirements: Geography major

Discontinuation of the Urban Studies concentration will not impact current students' ability to complete the concentration, as the courses will continue to be offered as part of the Bachelor of Regional and Community Planning.

Some editorial changes will be made to the calendar copy prior to submission to Senate for final approval.

**MOTION:**

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

**MOTION:**

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

Change to program requirements: Geography minor

**MOTION:**

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

Change to program requirements: Geography Honours

**MOTION:**

To recommend approval of the changes to the Geography Honours as amended, effective September 2025:

- How to apply section of the calendar will be simplified in consultation with the Registrar.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Subcommittees**

Subcommittees requiring volunteers to fill vacant positions:

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

**4.2. UEC Liaison reports**

There were no reports.

**4.3. Policy Subcommittee report**

Most of the recent work has been focused on Policy 105 (Course Credits).

**4.4. APPC report**

Discontinuation of the Digital Manufacturing diploma and the Latin American Studies extended minor were recommended to Senate, as was approval of the draft annual consolidated budget recommendations.

**4.5. Senate report**

Senate approved the Financial Analytics post-baccalaureate diploma name changes and changes to the Health Care Assistant certificate, and completed

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reorganization of the Faculty of Education, Community, and Human Development into four schools.

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

STLC is still working on defining holistic assessment.

**5. ADJOURNMENT**

The meeting was adjourned at 11:57 am.

**Memo for Course Changes**

To: FECHDCC

From: Department head, Amea Wilbur

Date: December 17, 2024

**Subject: Proposal for revision of ADED 320**

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

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

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

2. Rationale for change: ADED 320 is being revised as a regular part of our course outline renewal. We have refined and clarified the calendar description and learning outcomes to address adult education theories and practices from a local to global context. The revisions addresses adult learning from Non western ways of knowing through a decolonial lens.

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? This will not impact any other programs. – The changes will not affect 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 \(UNDRIP\)](#).

- Assignment: Through an assignment (Book Analysis) students investigate the experiences of Indigenous communities and individuals in relation to education within lifelong learning

- Curriculum: The course explores the role of colonialism in teaching/learning and investigates approaches to decolonizing educational practices.
  - 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?
- Course Material: Through critical theories of adult learning students explore the role of power and oppression in shaping educational experiences
- Topic Selection and Assignment Design: Choice is offered in assignment topics to meet individual learning style.
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:** September 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 320                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Adult Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Adult Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on theories, perspectives, and Indigenization approaches in relation to adult learning. Emphasis is on critical analysis of historical and contemporary local and global contexts.                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | 30-university-level credits or department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">33</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 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 theories and perspectives (e.g. feminist and anti-racist) in relation to adult learning.
2. Describe the philosophical foundations of adult learning.
3. Describe adult learning throughout the life span.
4. Critically analyze adult learning from a local, Indigenous, and global perspective.
5. Examine non-Western ways of knowing (e.g. Indigenous and Eastern).

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

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

**Details:**

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

Assignment #2: Reflection (30%)

Assignment #3: Reaction or thought paper (30%)

Assignment #4: Group presentation (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.)*

Readings, lectures, small group exercises, 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 or description | Title and publication/access details                                                                                                                                  | Year |
|------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Journal | Redvers, J.M.         | "The land is a healer": <i>International Journal of Indigenous Health</i> 15(1). Perspectives on land-based Healing from Indigenous Practitioners in northern Canada. | 2020 |
| 2. Journal | Sogunro, O.A.         | Motivating Factors for <i>International Journal of Higher Education</i> , 3. Adult Learners in Higher Education                                                       | 2015 |
| 3.         |                       |                                                                                                                                                                       |      |

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

- Introduction: Who are adult learners?
- Global history of adult learning
- Adult learners in contemporary society
- Philosophy of adult learning
- Principles of adult learning
- Learning and knowing: Indigenous perspectives
- Learning and knowing: Eastern perspectives
- Critical theories in adult learning
- Digital divide in adult learning
- Principles of adult learning
- Adult development and aging
- Using our knowledge of practice and feedback, student development, and course climate as adult educators
- Wrap up and reflection on the course

**Memo for Course Changes**

To: FECHDCC

From: Department head, Amea Wilbur

Date: December 17, 2024

**Subject: Proposal for revision of ADED 325**

*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 325 is being revised as a regular part of our course outline renewal. We have refined and clarified the calendar description and learning outcomes to address praxis, decolonization and implement diverse knowledge systems. The revisions allow us to put Indigenous teaching and learning approaches into practice in lesson planning, workshop development and teaching strategies.

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? These changes will 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 #6: Course materials covers decolonizing educational practices.
- 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 Outcome #5 Uses critical reflection to addresses educators assumptions and biases
  - Learning Outcome # 4 Explores equitable and accessible assessment, lesson planning and course design
  - Curriculum Delivery: the course moves away from lecture style course delivery to classroom design that encourages dialogue (small groupings; and other approaches).  
Assessment: The courses uses diverse assessment tools
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 - \$100.00



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 325                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Teaching Adults<br><b>Course Short Title:</b> Teaching Adults                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Applying theoretical understanding in articulating personal teaching philosophy. Developing skills to teach adults, focusing on short course design, lesson planning, modes of instruction and assessment, creating professional development plans, and Indigenizing curricula. Emphasis is on collaborative learning and reflective practice.                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | 30-university-level credits or department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>ADED 330R</b><br>Cross-listed with:<br>Equivalent course(s): <b>ADED 330R</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                       | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                   | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

ADED 325

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Describe their teaching philosophy and how all aspects of context affect their teaching and their adult students' learning.
2. Create a teaching portfolio for professional practice.
3. Develop lesson plans for multiple modes of instruction.
4. Conduct participatory lessons using appropriate teaching, learning and assessment strategies.
5. Articulate a plan to become a reflective practitioner, to improve teaching skills.
6. Demonstrate Indigenization in teaching practice.

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

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

**Details:**

Assignment 1: Teaching philosophy (10%)

Assignment 2: Learning about teaching journal (30%)

Assignment 3: Teaching practice (25%)

Assignment 4: Course design (25%)

Assignment 5: Professional development plan (10%)

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

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

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

| Type    | Author or description          | Title and publication/access details                                                                                                               | Year |
|---------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Book | Leddy, S, & Miller, L          | Teaching Where You Are: Weaving Indigenous and Slow Principles and Pedagogies. University of Toronto Press.                                        | 2023 |
| 2. Book | Nelson, K., Ronka, D., Lang, L | Designing & Leading Life-Changing Workshops: Creating the Conditions for Transformation in Your Groups, Trainings, and Retreats. Cliffhouse Press. | 2020 |
| 3. Book | Dirksen, J.                    | Design for how people learn. New Riders.                                                                                                           | 2016 |

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

**Course Content and Topics**

- Course overview, context of teaching adults
- Adult learning theories
- Planning instruction
- Teaching techniques
- Learning and teaching activities
- Evaluation and assessment
- Develop a lesson plan
- Working with learners, course design
- Develop teaching philosophy
- Learning experiences
- Critically reflective practices
- Professional development
- Course wrap up, review of professional development plans

**Memo for Course Changes**

To: CACC

From: Dana Landry, AIS Department Head and Integrated and General Studies Program Committee Chair

Date: Mar. 11, 2025

**Subject: Proposal for revision of AIS 398**

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

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

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

2. Rationale for change:

The prerequisite is currently 60 credits, and we propose a reduction to 45 credits. Recently, the Dean of Arts, Associate Dean of Social Sciences, Integrated and General Studies Program Committee, AIS Department, and Advising have been collaborating to enhance supports and streamline processes of entry to the BIS, particularly for students wanting to declare a thematic option. The idea is that students will declare their intention to create a thematic option, then be supported by a module in 398 to craft their formal proposal. Students who are entering the BIS through other routes and/or students who are not BIS students will do an analogous assignment, designed for their specific needs. In short, the consensus is to reduce the number of credits to 45, so that students can take 398 earlier in their programs.

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?

It is required for BIS students.

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 \(UNDRIP\)](#).

N/A

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

N/A

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

N/A

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

N/A



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------|----|--|--|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> AIS 398                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Course Full Title:</b> Professional Practices for Integrated Studies<br><b>Course Short Title:</b> Prof Practices for Int Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department (or program if no department):</b> Arts and Integrated Studies                                                                                                                                                                                                                                                                                                                                            |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Calendar Description:</b><br>Students explore diverse perspectives on the meaning of work, articulate personal and professional values embedded in one's work, plan for advancement or improved personal career satisfaction, and create an individualized trajectory that bridges university learning and professional practices and expectations.<br><br>Note: Students with credit for AIS 299, ARTS 299, PORT 398, or ADED 472 cannot take this course for further credit.                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45 university-level credits including at least 6 credits completed at UFV.                                                                                                                                                                                                                                                                                                                                              |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>PORT 398</b><br>Cross-listed with:<br>Equivalent course(s): <b>ARTS 299, AIS 299, ADED 472</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                      | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): 36 |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">25</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                     | 25 | Supervised laboratory hours (design lab) | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>this course is designed specifically to support students to connect the variety of courses in their degree to their post-university goals. |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Department approval:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> March 11, 2025                                                                                                                                                                                                                                                                                                                                                                                  |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                  |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> March 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 how skills and attributes acquired through interdisciplinary study contribute to life design.
2. Create a personal inventory of success skills that have been achieved, are in progress, or that need future development.
3. Apply the Indigenous wholistic framework using the Five Rs. (e.g., relationships, respect, relevance, reciprocity, and responsibility) to explore career development practices and inclusive workplace environments.
4. Use reflective methods to conduct self-evaluations to identify individual talents, skills, and attributes.
5. Evaluate labour market trends, occupation profiles, and potential career pathways.
6. Practice self-reflective learning and self-evaluation skills.
7. Examine equity, diversity, and inclusion in a workplace context.
8. Produce an action plan to connect university programming planning with post-university goals.

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

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

**Details:**

Assignments (75%) may include:

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

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

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

| Type        | Author or description | Title and publication/access details                                                                                 | Year |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Wallace, Christina    | The Portfolio Life: How to Future-proof your career, avoid burnout, and build a life bigger than your business card. | 2023 |
| 2.          |                       |                                                                                                                      |      |
| 3.          |                       |                                                                                                                      |      |

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

- Introduction to interdisciplinarity and transdisciplinary
- Life design strategies
- Exploring the work/life patterns and strategies of working learners
- Introduction to career competency assessments
- Embracing far transfer: articulating transferable skills
- Define career, occupation, and job
- Indigenous career development practices:
  - The Indigenous holistic framework
  - The Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
  - Circle work
- EDI and workplace practices; everyone's responsibility
- Using and assessing labour market information
- Occupation pathway planning: exploring hybrid occupations
- Self-assessment practices for creating a skills inventory, professional development goals, and expanding work/life options
- Education to post-university planning

**Memo for Course Changes**

To: Undergraduate Education Committee

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

Date: Jan 21, 2025

**Subject: Proposal for revision of BUS 305: Industrial Relations**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☒ Other – Please specify: Course Content and Topics revised
  
2. Rationale for change: **The OCO for BUS 305 has not been updated in many years. It has been modified to be consistent with the new course outline form, to address current challenges in the Canadian labour movement, and to further support UFV's Institutional Learning Outcomes (ILO) related to internationalization and indigenization. Furthermore, the topic of "strikes and lockouts" was included as a standalone learning outcome given the importance of this topic for the course content. Finally, the evaluation methods were revised to allow for "Assignments" more broadly, instead of limiting assignments to mostly simulations.**
  
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 design**

**and topics now include examining the connections between the Canadian labour movement and Indigenous rights.**

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. Different kinds of assignments may be implemented, including problem-solving, case analysis, simulations, and 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 (excluding tuition): **\$150.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 305                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Industrial Relations<br><b>Course Short Title:</b> Industrial Relations                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An introduction to labour-management relations in the workplace: their institutional and legal framework, the organization and objectives of unions and management, and workplace processes such as collective bargaining and grievance arbitration. Students will also be introduced to connections between the Canadian labour movement and Indigenous rights, as well as comparisons between Canadian and international labour relations.                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | 45 university-level credits including BUS 201.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 4, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 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 characteristics of the legal and societal context of labour relations in Canada and in British Columbia.
2. Compare the characteristics of the Canadian industrial relations system with the characteristics of systems in other countries.
3. Identify the major features of Canada's and British Columbia's labour relations legislation.
4. Describe the steps in the process of certification.
5. Explain the process of collective bargaining, including the use of third-party intervention during negotiations.
6. Outline the legislative guidelines for the use of a strike or lockout during bargaining.
7. Describe the process of grievance arbitration.
8. Identify societal factors influencing Canadian industrial relations currently and in the future, including connections between the labour movement and Indigenous rights.

**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, 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.)*

Lectures, discussions, 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        | McQuarrie, F                                          | Industrial Relations in Canada (John Wiley & Sons Canada)                                                                                                                                                                        | Current |
| 2. Online resource | International Labour Organization Research Repository | <a href="https://researchrepository.ilo.org/esploro/">https://researchrepository.ilo.org/esploro/</a>                                                                                                                            |         |
| 3. Article         | Ma, Z.                                                | Industrial relations in China: A review based on a six-party model. <i>International Labour Review</i> , 150(1-2), 145-162.                                                                                                      | 2011    |
| 4. Article         | Carter, D. D.                                         | The Comparative Effects of US and Canadian Labor Laws and Labor Environment in the North American Competitive Context: The Canadian View. <i>Canada-US Law Journal</i> , 12, 241-247.                                            | 1987    |
| 5. Other           | Mills, S. E., & McCreary, T.                          | Social unionism, partnership and conflict: Union engagement with Aboriginal peoples in Canada. In Stephanie Ross and Larry Savage (Eds.), <i>Rethinking the politics of labour in Canada</i> (pp. 116-131). Fernwood Publishing. | 2012    |

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

n/a

**Course Content and Topics**
**Module One: Introduction to Industrial Relations**

- The industrial relations framework
- The theories of labour relations
- History, structure and functions of the Canadian labour movement
- Assignments (LO 1–3)
- Test (LO 1–3)

**Module Two: Industrial Relations in the Workplace**

- Certification
- Negotiation and third-party involvement in collective bargaining
- Strikes and lockouts
- Grievances in the workplace
- Current challenges and future issues
- Test (LO 4)
- Assignments (LO 4–8)
- Final exam (LO 5–8)

**Memo for New Course**

To: UEC

From: Dr. Khyati Shetty, Director, School of Business/ Donna Derksen, Assistant Professor, School of Business, HRM and OB

Date: October 12, 2024

**Subject: Bus 313 HRM Data Analytics**

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

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

This third-year HRM Data Analytics course is designed to address the evolving needs of the business world, seamlessly integrating into the BBA program to equip students with essential skills in data-driven decision-making and strategic HR management. Developed to meet industry standards and student feedback, this course addresses the following requirements:

- **Chartered Professional in Human Resources (CPHR) Requirement:**
  - Achieving CPHR accreditation, the nationally recognized designation in human resources, requires mastery of nine specific competencies and twelve general competencies (CPHR Canada, 2021)
  - This course directly addresses Specific Competency #2, #5 and #9
  - This course directly addresses General Competencies #1, #3 and #4
- **Industry-Identified Need:**
  - The current gap in HR employees is a lack of analytical abilities and presenting data-driven findings convincingly (Bauer et al., 2024).
  - Deloitte study: 85% of companies see HR analytics as important, but only 42% have skilled team members (Bauer et al., 2024).
- **Student Request:**
  - Feedback indicated a need for hands-on experience with HR system software.
- **UDL Framework of Engagement Principles Alignment:**
  - Utilizes real business settings and software.
  - Students engage through verbal presentations, visual and analytical software.
  - Incorporates Indigenous, global, and Western perspectives.
  - Resources include: “Inclusive Futures: Indigenous Engagement in Canada’s Workforce” and “Truth and Reconciliation Commission of Canada: Calls to Action.”

**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 \(ILOs\)](#):**

Care was taken during the course's development to ensure alignment with UFV's Institutional Learning Outcomes. Details of this alignment are mapped below.

| Course Learning Outcomes (CLO)                                                                                                                            | UFV Institutional Learning Outcomes                                                                         | How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply HRM data analytics and predictive modelling concepts to enhance the strategic execution of an organization's 3Ps (Profit, People, Planet).       | ILO 1: Apply Knowledge and Competencies Proficiently<br><br>ILO 6: Contribute Locally and Globally          | ILO 1: Course LO #1 requires students to apply HRM data analytics and predictive modelling.<br><br>ILO 1: Course LO #1 requires students to display technical proficiency in data collection methods.<br><br>ILO 6: Course LO #1 requires students to understand how to enhance the strategic execution of an organization's 3Ps (People, Profit, Planet). That understanding aligns with contributing to sustainability and positive change, both locally and globally. |
| 2. Analyze the theoretical foundations of HRM analytics methods, focusing on their contribution to driving an organization's business decisions.          | ILO 2: Examine Critically and Holistically                                                                  | ILO 2: Course LO #2 requires students to critically analyze and understand the theoretical foundations of HRM analytics, which is essential for making informed business decisions.                                                                                                                                                                                                                                                                                      |
| 3. Synthesize emerging trends in HRM data analytics to enhance organizational decision-making and strategic planning for a local and global context.      | ILO 2: Examine Critically and Holistically<br><br>ILO 8: Engage in Reflection for Action                    | ILO 2: Course LO #3 requires students to be able to critically examine how emerging trends impact decision-making and strategic planning.<br><br>ILO 8: Course LO #3 requires students to reflect on how emerging trends affect an organizations' strategic action plan.                                                                                                                                                                                                 |
| 4. Analyze ethical issues in HRM data analytics to make informed decisions that promote the inclusion of Indigenous people and other diverse populations. | ILO 5: Engage with Indigenous Knowledge Systems<br><br>ILO 7: Advocate for Equity, Diversity, and Inclusion | ILO 5: Course LO #4 requires students to engage with Indigenous resources to analyzing ethical issues.<br><br>ILO 7: Course LO #4 requires students to apply the 3P principles to ensure equity, diversity and inclusion considerations are informing data driven decisions.                                                                                                                                                                                             |
| 5. Convey HRM analytics findings to diverse stakeholders using effective visual, verbal,                                                                  | ILO 3: Communicate Effectively<br><br>ILO 4: Lead Collaboratively                                           | ILO 3: Course LO #5 requires students to present their HRM data-driven                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                                                                                                                               |                                        |                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and written communication skills.                                                                                                                                                             |                                        | recommendations through various means.<br><br>ILO 4: Course LO #5 requires students to work together in teams to address HRM problems and present data-driven recommendations to the class. |
| 6. Reflect on how the course content and assessment activities can be applied within and beyond the business setting to develop innovative solutions for complex local and global challenges. | ILO 8: Engage in Reflection for Action | ILO 8: Course LO #6 requires students to reflect on how the course content can positively contribute to generating solutions for complex social issues.                                     |

**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?**

The course was introduced in the 2024 short-summer session as a 309H-specialty course. Its development involved extensive discussions with the School of Business HRM and OB Area members, the School of Business Director, and the Dean and Associate Dean of the Faculty of Business & Computing.

**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 the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).**

The course program and curriculum delivery are built on the holistic guiding principles of the 3Ps – People, Planet, and Profit – framework. This theoretical framework, balanced with its practical application, align with UFV’s commitment to Indigenizing Our Academy as evidenced below:

**Principles and Practices:**

**1. 3Ps Alignment with UNDRIP and TRC Calls to Action:**

- Aligns with Article 3, 8 and 14 of UNDRIP.
- Aligns with TRC Calls to Action #7 (Education for Reconciliation), # 62 (Education and Curriculum) and #92(Business and Reconciliation)

**2. Experiential Learning:**

- Every semester, a community business partner is chosen to provide students with the opportunity to solve current HRM challenges through data analytics.

- Efforts will be made to include an Indigenous business as a community partner annually, ensuring practical engagement with Indigenous perspectives.
- 3. Curriculum Delivery:**
- Module 1 of the course introduces the 3Ps and their alignment to UNDRIP, TRC, UN SDG goals, particularly into ethical and legal discussion making.
  - Module 1 of the course brings in an Indigenous guest speaker(s) to engage with the students on the historical challenges and usage of data collection of Indigenous peoples
  - Learnings from Module 1 form the foundation for Module 3 work when discussing data collection policies and practices to ensure an Indigenous Reconciliation framework is applied
  - Indigenous resources such as “Inclusive Futures: Indigenous Engagement in Canada’s Workforce” and the “Truth and Reconciliation Commission of Canada: Calls to Action” are integrated into the learning

Note added November 28, 2024:

Discussions at the SoB Curriculum Committee Meeting (Nov 19), followed by subsequent conversations between the Course Coordinator (also the CC Chair) and the Indigenous Curriculum Developer, provided an opportunity for rich dialogue and the development of this additional note.

With many contributing voices, this statement has been added to acknowledge that while this course has made significant strides in advancing Indigenization, much work must be done. We recognize that incorporating extensive Indigenous content into this course may necessitate an Indigenous history knowledge base that is not a prerequisite for third-year students at our institution. Addressing this gap is beyond the scope of any individual school or faculty, but it is rather at the university-wide level. Therefore, in the interim, it is imperative that this course be taught by instructors who are well-versed in Indigenous knowledge. This will ensure that the subject matter is handled with the respect and care it deserves, fostering a learning environment that honours and accurately represents Indigenous cultures and perspectives.

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

The 3Ps (People, Planet, Profit) are foundational concepts that support and enhance equity, diversity, and inclusion (EDI) in organizations (Kramer, 2014). The 3Ps were chosen as the overarching theoretical model that informs all aspects of the course inclusive of assignment design, topic selection, and curriculum delivery as its sole purpose is to promote sustainable HRM policies and practices. The 3Ps promote first, the benefits for society and then profits (Brewster et al., 2016; Kramar, 2014; Pereira & Martins, 2021, Smith 2016). Details of this framework and its inclusion of DEI principles is mapped below.

|                                                                  |                                                                                       |                                                                   |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>People Focus:</b> Employee well-being, development, agreement | <b>Planet Focus:</b> Environmental sustainability and corporate social responsibility | <b>Profit Focus:</b> Financial performance and economic stability |
| Inclusive Recruitment and Hiring                                 | Sustainable Practices                                                                 | Equitable Compensation                                            |

|                              |                                  |                               |
|------------------------------|----------------------------------|-------------------------------|
| Employee Development         | Community Engagement             | Diverse Leadership            |
| Cultural Competency Training | Equitable Access to Resources    | Inclusive Business Strategies |
| Employee Resource Groups     | Inclusive Environmental Policies | Supplier Diversity            |

Furthermore, as indicated in the assessment component of the OCO, 20% of the mark is given to weekly reflection engagement. The engagement will be via Padlet and can be provided in the format of the student's choosing (oral, video, or written). The group project assigned will also be graded individually and as a group, with marks given for process engagement and final product.

**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 software program used, this class has a size limit of 25 students.

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

\$100

#### References

Bauer, T., Erdogan, B., Campion, M., & Truxillo, D. (2024). *Fundamentals of Human Resource Management: People, Data, and Analytics*. SAGE Publications.

Brewster, C., Chung, C., & Sparrow, P. (2016). **Globalizing human resource management**. *Journal of International Business Studies*, 47(4), 379-386. <https://doi.org/10.1057/s41267-016-0004-7>

CPHR Canada. (2021). *CPHR Competency Framework*. Retrieved from <https://cphr.ca/wp-content/uploads/2021/12/CPHR-Competency-Framework-2021-Final.pdf>

Kramar, R. (2014). **Beyond strategic human resource management: Is sustainable human resource management the next approach?** *The International Journal of Human Resource Management*, 25(8), 1095-1110. <https://doi.org/10.1080/09585192.2013.856197>

Pereira, T. H. M., & Martins, H. C. (2021). People, planet, and profit: A bibliometric analysis of triple bottom line theory. *Journal of Management and Sustainability*, 11(1), 64-78.

Smith, M. (2016). Business sustainability and the triple bottom line: Considering the interrelationships of people, profit, and planet. *In Learner-centered teaching activities for environmental and sustainability studies* (pp. 181-186). Springer.

#### CWC comment and response:

- A program change will be required if the intention is to add this to the Human Resource Management major or another program.  
*Program change will be completed.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 313                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> HRM Data Analytics<br><b>Course Short Title:</b> HRM Data Analytics                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students acquire essential Human Resource Management data analytics skills for informed decision-making, incorporating the advancement of Indigenous and diverse populations. The course integrates advanced theory, practical applications, ethical considerations, and a real-world case study.<br><br>Note: Students with credit for BUS 309H cannot take this course for further credit.                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | BUS 201.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: BUS 309H<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">35</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 35 | Tutorials/workshops | 10 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 4, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 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 HRM data analytics and predictive modelling concepts to enhance the strategic execution of an organization's 3Ps (People, Planet, Profit).
2. Analyze the theoretical foundations of HRM analytics methods, focusing on their contribution to driving an organization's business decisions.
3. Synthesize emerging trends in HRM data analytics to enhance organizational decision-making and strategic planning for a local and global context.
4. Analyze ethical issues in HRM data analytics to make informed decisions that promote the inclusion and understanding of Indigenous people and other diverse populations.
5. Convey HRM analytics findings to diverse stakeholders using effective visual, verbal, and written communication skills.
6. Reflect on how the course content and assessment activities can be applied within and beyond the business setting to develop innovative solutions for complex local and global challenges.

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

|                |     |              |     |                      |     |
|----------------|-----|--------------|-----|----------------------|-----|
| Quizzes/tests: | 20% | Project:     | 25% | Holistic assessment: | 15% |
| Final exam:    | 25% | Assignments: | 15% |                      | %   |

**Details:**

- The assignment includes in-class discussion engagement and HRM software utilization.
- Quizzes/tests are the mid-term exam.
- The holistic assessment includes a weekly reflection (method of their choosing) in Padlet. The holistic assessment is graded on engagement.
- Both the mid-term and final exam format will be short answers and essays.
- The group projects consist of students working in small teams to address a local organization's HRM problem and present their solutions in the final class using data analytics software. The project will be graded on individual and group performance levels, assessing the process and the final product.

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

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

The course format includes lectures, presentations, group research projects, business partners, and UFV student-advisory guests.

**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             | Bauer, Edogan, Caughlin & Truxillo                             | Human Resource Management People, Data, and Analytics, SAGE                                                                                                                                                                                                                                                                                                                                       | current |
| 2. Indigenous knowledge | Inclusive Futures: Indigenous Engagement in Canada's Workforce | Davey, J., Fiddler, D. R., Giang, V., McCaie, A., & Shuriye, M. (2020). <i>Inclusive Futures: Indigenous Engagement in Canada's Workforce</i> . Action Canada. Retrieved from <a href="https://actioncanada.ca/publications/inclusive-futures-indigenous-engagement-in-canadas-workforce/">https://actioncanada.ca/publications/inclusive-futures-indigenous-engagement-in-canadas-workforce/</a> | 2020    |
| 3. Indigenous knowledge | Truth and Reconciliation Commission of Canada: Calls to Action | Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada: Calls to Action. Retrieved from <a href="https://publications.gc.ca/collections/collection_2015/trc/IR4-8-2015-eng.pdf">https://publications.gc.ca/collections/collection_2015/trc/IR4-8-2015-eng.pdf</a>                                                                                   | 2015    |
| 4. Other                | The Sustainable Development Goals Report                       | United Nations. (2024). The Sustainable Development Goals Report 2024. Retrieved from <a href="https://unstats.un.org/sdgs/report/2024">https://unstats.un.org/sdgs/report/2024</a>                                                                                                                                                                                                               | 2024    |

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

HRM Analytical Software

**Course Content and Topics**

**Module 1:** The evolving role of analytics in an organization's 3P strategy (People, Planet, Profit) from Indigenous, global, and Western perspectives

- 3Ps and the TRC
- 3Ps and UNDRIP
- 3Ps and the UN SDG
- Ability-Motivation-Opportunity model
- Ethical and legal considerations

In-class discussion (LO1, LO6)  
Software utilization (LO1, LO3)  
Holistic assessment (LO6)

**Module 2: Competencies, process, and systems**

- The seven competencies of effective HRM analytics teams
- Types of analytics
- The scientific process
- Human Resource Information Systems (HRIS)
- HRIS challenges and opportunities
- Communicating data findings

Mid-term exam (LO1, LO2, LO3, LO4)  
In-class discussion (LO2, LO5, LO6)  
Software utilization (LO1, LO3)  
Holistic assessment (LO6)

**Module 3: The 3Ps: HRM data analytics role in:**

- Work design and analysis
- Strategic planning and management
- Indigenous reconciliation
- Diversity, equity, and inclusion
- Employee relations and well-being
- Communicating data findings continued

In-class discussion (LO6)  
Software utilization (LO1, LO3)  
Final exam (LO1, LO2, LO3, LO4)  
Group project (LO1, LO2, LO3, LO4, LO5, LO6)  
Holistic assessment (LO6)

**MEMO****To:** UEC**From:** Chris Schinckus, Dean, Faculty of Business and Computing**Date:** March 2025**Subject:** Alignment of Program Learning Outcomes with CIP 30.7104 – Financial Analytics**Context:**

The Classification of Instructional Programs (CIP) is a system the IRCC uses to identify post-secondary programs in Canada. The CIP is used to determine eligibility for the Post-Graduation Work Permit (PGWP) – the complete manual of the CIPS can be found here:

<https://www150.statcan.gc.ca/n1/en/pub/12-590-x/12-590-x2021001-eng.pdf?st=ooOivjNA>

The School of Business is submitting this memo to demonstrate how the learning outcomes of the current Business Analytics post-baccalaureate diploma align with the instructional classification of Financial Analytics (CIP 30.7104). This alignment is essential for ensuring that international students remain eligible for the Post-Graduate Work Permit (PGWP) following the reclassification of our program.

The section dedicated to the CIPS describing the expertise of “Financial Analytics” is on page 409 and has been extracted hereafter:

“ 30.7104 Financial analytics This instructional program class comprises any program that focuses on financial big data modelling from algorithms to cloud-based data-driven financial technologies. These programs include courses in financial analytics, financial data processing, knowledge management, data visualization, effective decision communication, machine learning for finance, statistical inference and dynamic modelling on financial data, and project management” (p.409).

As mentioned in the *CIP Codes IRCC, p. 7*, the list of courses evoked in the CIP 30.7104 classification serves as an illustrative guide rather than a prescriptive set of required courses. The CIP framework is designed to classify instructional programs according to their thematic focus, not to dictate an exact curriculum. As stated in the CIP 2021 classification manual, program descriptions are general categories and not exact duplicates of specific institutional offerings.

While “Machine Learning for Finance” and “Project Management” are mentioned in the illustrative course list for Financial Analytics, these topics may be integrated within broader financial modelling, data analytics, and decision-making courses rather than appearing as standalone subjects. The alignment of program learning outcomes with CIP 30.7104 ensures that graduates develop expertise in financial big

data processing, statistical inference, cloud-based financial technologies, and effective decision communication—all core competencies outlined in the classification.

**Alignment of Program Learning Outcomes with CIP 30.7104 – Financial Analytics**

The instructional classification for Financial Analytics (CIP 30.7104) emphasizes financial big data modeling, cloud-based data-driven financial technologies, statistical inference for finance, and data visualization. Below is an explanation of how the current program learning outcomes align with this classification:

- 1. Employ various platforms and devices to collect big data in different business domains and Indigenous contexts.**
  - This outcome aligns with the financial data processing and cloud-based data-driven financial technologies components of CIP 30.7104. Databases are becoming very large today, so the ability to collect cloud-based data and manage financial big data is foundational to financial analytics.
- 2. Extract and manipulate data sets from various sources to meet businesses and Indigenous communities' needs.**
  - This supports the requirement for financial data processing and knowledge management, as defined in the CIP classification. Financial analytics relies on the ability to manipulate complex datasets for financial decision-making.
- 3. Assess the use of historical data for business analytics.**
  - The use of historical data is critical for statistical inference and dynamic modeling in financial analytics, ensuring accurate predictions and effective financial risk management.
- 4. Apply business analytics and statistical tools to enhance data-driven decision-making processes.**
  - This outcome aligns directly with financial analytics, statistical inference, and data visualization for finance, as detailed in CIP 30.7104. These methodologies are essential for predictive modeling and investment decision-making.
- 5. Advocate for positive, sustainable, equitable, and inclusive changes in the recommendations made using business analytics.**
  - Ethical considerations in financial data analysis are essential, ensuring that financial technologies and analytics support responsible decision-making.
- 6. Exemplify a range of communication skills including written, verbal, visual, and digital.**
  - Effective decision communication, as highlighted in CIP 30.7104, is a key component of financial analytics. The ability to convey financial insights through visualization tools and reporting is crucial.
- 7. Apply critical and analytical skills in managing and interpreting data.**

- This aligns with statistical inference, data visualization for finance, and dynamic modeling on financial data, which require strong analytical capabilities.

**8. Recommend meaningful and responsible solutions for data-based business domains.**

- This aligns with project management in financial analytics, ensuring that data-driven financial strategies contribute to sound business and economic decisions.

**Conclusion**

The learning outcomes of the current Business Analytics post-baccalaureate diploma align well with the instructional scope of CIP 30.7104 – Financial Analytics. The focus on financial data processing, modelling, and decision communication ensures that graduates develop expertise in financial analytics, making them eligible for careers aligned with this classification.

This memo clarifies the academic alignment of the program with the CIPS and supports the renaming of the Business Analytics post-baccalaureate diploma to the Financial Analytics post-baccalaureate diploma, effective September 2025.

Please let us know if further details or documentation are required.

Sincerely,



Chris Schinckus  
Dean of the Faculty of Business and Computing

**Memo for Course Changes**

To: UEC

From: RoseAnne Timbrell, Department head of CYFS

Date: 2024/11/06

**Subject: Proposal for revision of CYC 310 – Supervised 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: Minor additions to course content

2. Rationale for change:

*Move to Credit/No Credit grading system and shift learning outcomes for congruence with an Equity, Diversity, Inclusion, Decolonizing, and Praxis. Additionally, we have increased the pre- and corequisites to reflect what are now core courses in the CYC degree program.*

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

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

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

5. Which program areas have been consulted about the change(s)? *N/A*

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

*The practicum course begins by orienting students and their practicum mentors to building relationships using the 5 R's (adapted from Kirkness & Barnhardt (1991), by Restoule (2008, 2019) and (Tessaro, 2018). Course assignments such as reflections prompt students to examine their CYC positionality through an Indigenized and antiracist lens. Also, students are expected to incorporate the principles of cultural safety, cultural humility, equity, inclusion, and decolonization while conducting strengths-based assessments and planning intervention strategies.*

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

*Incorporating equity, diversity, inclusion, and decolonization of CYC practice is the key focus. Personal reflection within a community of practice is facilitated as a way for students to intentionally unpack personal bias, privilege, positionality, and cultural humility. In reflections, seminar discussions, and personal evaluations, students are asked to practice reflexivity as they begin to examine the impact of structural oppression in service delivery. Thoughtful attention has been given to a strength based CYC approach which prioritizes relational and culturally safe practice. Assignments provide a choice of formats that are reflective of the diversity in the classroom. Consideration of the unique impact of oppression on diverse individuals and communities and their lived experiences of oppression, and trauma is part of practicum exploration.*

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

*A primary shift in this course is moving from a grade based to a competency-based system of evaluation, using Credit/No credit. This grading system honours the generative, developmental nature of practicum, and enables students to rely heavily on self and collaborative assessment for practice competency as they develop internal mechanisms for lifelong learning in ethical CYC practice.*

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

## CWC comments and responses:

- What does “the CYC Codes of Ethics” in the calendar description refer to? (Is this a UFV code of ethics, something external, or both?)

*The CYC Code of Ethics is the professional code of ethics all Child and Youth Care practitioners must abide by.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------|-----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Supervised Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Short Title:</b> Supervised Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Department/School:</b> Child, Youth, and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br><p>Focuses on the acquisition, application, and integration of theories and professional skills within 326-hours of field experience with children, youth, and families in community. Emphasis is on the development of reflective practice informed by the CYC Codes of Ethics and the equity, inclusion, diversity, and decolonial lenses.</p> <p>Note: This course is offered either as CYC 310 or CYC 310A and CYC 310B. When run as a full year course, students must take both CYC 310A and CYC 310B in the same academic year to receive credit.</p> |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | Admission to the Bachelor of Arts in Child and Youth Care, CYC 202, CYC 203, CYC 220, CYC 275, CYC 210, CYC 280, and CYC 296.                                                                                                                                                                                                                                                                                                                                                                          |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | CYC 320, CYC 330, CYC 340, CYC 367, and CYC 368.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                                                                                                                                       |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>12</b> |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Practicum</td> <td style="text-align: center;">326</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>350</b></td> </tr> </table>                                                                                         |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 24 | Practicum | 326 |  |  |  |  |  |  | <b>Total hours</b> | <b>350</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 24         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 326        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>350</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                           |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Date of meeting:</b> November 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Date of meeting:</b> January 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |

**CYC 310**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Demonstrate professional behaviour and boundaries when engaging with the practicum supervisor, colleagues, and clients.
2. Incorporate the principles of cultural safety, cultural humility, equity, inclusion, and decolonization while conducting strengths-based assessments and planning intervention strategies.
3. Use helping skills informed by person-centred theory, trauma-informed, and relational approaches to connect with clients individually and in group settings.
4. Implement appropriate activities to support children and youth based on their developmental stage and individual needs.
5. Pursue self-reflective learning by locating oneself, recognizing strengths and areas for development in skills, abilities, and theory application.
6. Articulate in detail their level of practice in each competency domain and provide examples that support their assessment.

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

|                   |      |   |   |
|-------------------|------|---|---|
| Field evaluation: | 100% | % | % |
|                   | %    | % | % |

**Details:**

Field evaluation is based on logbook (reflection-based log of practicum experiences) and timesheets (assesses whether each student met the minimum practicum hours to pass the course).

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

1. Field placement in a CYC setting
2. Field supervision
3. Seminar discussion and sharing

**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           | CYC 310 Supervised Practicum Guide   | current |
| 2.       |                       |                                      |         |
| 3.       |                       |                                      |         |
| 4.       |                       |                                      |         |
| 5.       |                       |                                      |         |

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

None

**Course Content and Topics**

- Presentation
- Logbook
- Collaborative Midpoint and final site evaluation
- Seminar attendance and contributions
- Learning plan (goal-setting and evidence portfolio)
- Self-evaluation
- Reflective learning narrative

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

From: Department Head, English

Date: 6 May 2024

**Subject: Proposal for revision of ENGL 388: Special Topics in Children's Literature**

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

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

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

2. Rationale for change:

The course was due for its regular revision, and the opportunity was taken to update multiple aspects and bring them into alignment with current practice. The texts, course content, learning outcomes, and topics have been updated to reflect Indigenization and EDI as well as the most recent developments in this field, and the evaluation methods are updated to reflect current best practices in assessment.

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 ensure students become aware of both colonial and Indigenous motifs in children's literature; they foreground the importance of diversity; they historicize children's literature. These course learning outcomes align with ILOs 1, 2, 3, 4, 5, 6 and 7 in UFV's new Institutional Learning outcomes: in this course, students will learn to "apply knowledge and competencies proficiently," "use critical and creative thinking strategies," "communicate ideas and build connections using a variety of oral, written, digital, and visual strategies," collaborate "within and across communities," "engage with Indigenous knowledge systems," "contribute globally and locally," and "advocate for Equity, Diversity, and Inclusion." These outcomes align with English program outcomes such as "gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors," "appreciate cultural differences as represented in a range of Indigenous, national, and transnational

literatures,” “learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis,” “become adept at research and the handling of secondary sources,” and “frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments.”

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 is a special topic course with varying topics offered at different times, but its learning outcomes ensure that it will always include works of Indigenous children’s literature by Indigenous authors and/or Indigenous and decolonized perspectives on literature. The revised learning outcomes respond to UNDRIP Articles 5, 8, 13, and 15 by promoting a variety of Indigenous literatures, demonstrating the vitality of Indigenous cultures, and calling attention to the ways that children’s literature has at times reinscribed colonial motifs and value systems.

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

One recent special topic iteration of this course, offered in Winter 2024, focused on Accessibility and Diversity in Children’s Literature, making EDI itself the focus and the lens through which children’s literature is examined. Although the special topic may vary, assignment design and curriculum delivery allow for a broad range of methods and opportunities for students to demonstrate their learning and share their gifts (i.e., written, oral, aural, visual, creative/artistic). The course may be offered online or in hybrid format. Assignments include reflective journal writing, collaborative analysis, and the option of completing a creative project. Sample readings include works by BIPOC authors as well as an Indigenous style guide.

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

N/A

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

\$100 (textbook and project materials)



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 388                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in Children's Literature<br><b>Course Short Title:</b> Sp Topics in Children's Lit                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a significant genre, period, theme, author, or national tradition in children's literature. Examples may include the animal story, the "problem novel," Victorian children's literature, twenty-first century bestsellers, war or the Holocaust, Kit Pearson or Michael Morpurgo, or Canadian or Australian children's literature.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Any two 200-level English courses. ENGL 280 is recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                    |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Every other year</b><br><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 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. Relate central features associated with the topic under consideration (e.g. narrative structure, character representation, point of view, theme).
2. Apply appropriate critical frames and appropriate diversity strategies to the works being discussed (e.g., didacticism, anthropomorphism, presentism).
3. Examine the development of children's literature, discussing changes in taste, intention, and children's experience that have affected our understanding of what is appropriate for young readers.
4. Apply knowledge of relevant social, cultural, and historical context to course materials (e.g. developments in printing technology, puritanism, WW 2 and Nazi propaganada, civil rights and gay rights movements).
5. Examine Indigenous and/or colonial motifs and value systems in works for children.
6. Synthesize secondary sources in written/oral/visual work.
7. Analyze personal and affective responses to literature.
8. Articulate their own views about literature and respect those of others.

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

|            |     |              |     |          |     |
|------------|-----|--------------|-----|----------|-----|
| Portfolio: | 50% | Assignments: | 35% | Project: | 15% |
|            | %   |              | %   |          | %   |

**Details:**

Portfolio: research essay with scaffolded process pieces (proposal, annotated bibliography, draft, final essay, presentation)

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

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

| Type                            | Author or description                                                                                                                                                                                                                                                           | Title and publication/access details                                              | Year    |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------|
| 1. Textbook                     | Gregory Younging                                                                                                                                                                                                                                                                | Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples | 2018    |
| Animal Stories:                 |                                                                                                                                                                                                                                                                                 |                                                                                   |         |
| 2. Book                         | Noor Khan                                                                                                                                                                                                                                                                       | Twenty Jataka Tales                                                               | 1985    |
| 3. Book                         | Dick King-Smith                                                                                                                                                                                                                                                                 | Titus Rules                                                                       | 2004    |
| 4. Indigenous knowledge         | Various                                                                                                                                                                                                                                                                         | Mousewoman series (via Strong Nations)                                            | various |
| 5. Book                         | Rudyard Kipling                                                                                                                                                                                                                                                                 | The Jungle Book                                                                   | 1894    |
| 6. Book                         | Michael Morpurgo                                                                                                                                                                                                                                                                | Born to Run                                                                       | 2022    |
| 7. Book                         | Katherine Applegate                                                                                                                                                                                                                                                             | The One and Only Ivan                                                             | 2012    |
| 8. Book                         | Farley Mowat                                                                                                                                                                                                                                                                    | Owls in the Family                                                                | 1961    |
| 9. Book                         | Ernest Thompson Seton                                                                                                                                                                                                                                                           | Wild Animals I Have Known                                                         | 1898    |
| 10. Book                        | E.B. White                                                                                                                                                                                                                                                                      | The Trumpet of the Swan                                                           | 1970    |
| 11. Other                       | Coursepack with selected Aesop's Fables; excerpts from Fabulous Histories by Sarah Trimmer; and Charlotte Tucker's Rambles of a Rat                                                                                                                                             |                                                                                   |         |
| Canadian Children's Literature: |                                                                                                                                                                                                                                                                                 |                                                                                   |         |
| 12. Book                        | Sarah Ellis                                                                                                                                                                                                                                                                     | Pick-up Sticks                                                                    | 1991    |
| 13. Book                        | Martine Leavitt                                                                                                                                                                                                                                                                 | Keturah and Lord Death                                                            | 2012    |
| 14. Book                        | Jean Little                                                                                                                                                                                                                                                                     | Willow and Twig                                                                   | 1998    |
| 15. Book                        | Cherie Dimaline                                                                                                                                                                                                                                                                 | The Marrow Thieves                                                                | 2017    |
| 16. Book                        | Kevin Major                                                                                                                                                                                                                                                                     | Ann and Seamus                                                                    | 2003    |
| 17. Book                        | Jen Ferguson                                                                                                                                                                                                                                                                    | The Summer of Bitter and Sweet                                                    | 2022    |
| 18. Book                        | Kit Pearson                                                                                                                                                                                                                                                                     | The Sky Is Falling                                                                | 1989    |
| 19. Book                        | Arthur Slade                                                                                                                                                                                                                                                                    | Dust                                                                              | 2003    |
| 20. Other                       | Course pack with excerpts from early writers for children such as R.M. Ballantyne and Agnes Laut; material from early children's magazines; excerpts from critical sources such as Egoff and Saltman, New Republic of Childhood, and Galway's From Nursery Rhymes to Nationhood |                                                                                   |         |

**Course Content and Topics***Animal Stories:*

- Introduction to course (Aesop's Fables; theoretical approaches to the animal story)
- Victorian animal stories (Trimmer and Tucker)
- Wild Canada—Settler animal stories (Seton, Grey Owl, Mowat)
- Wild Canada—Indigenous animal stories
- Animal Tales from far away (Kipling and Khan)
- Animal Heroes (Morpurgo)
- Smart animals (White, King-Smith)

*Canadian Children's Literature:*

- Introduction to course (excerpts from nineteenth-century works and from critical sources)
- Colonialism, Indigeneity, and children's literature (coursepack excerpts)
- Historical fiction (Ann and Seamus, Orphan at My Door, The Sky Is Falling)
- Fantasy (Dust; Keturah and Lord Death)
- Problem novels (Pick-up Sticks; Mama's Going to Buy you a Mockingbird, Will's Garden)
- Today and Tomorrow (The Marrow Thieves)

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Chris Hyland, HIST 101 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 101 Canada Before Confederation**

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

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

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

2. Rationale for change:

- a. The changes to the calendar description are minor. The nation of Canada does not exist for the time period covered in this course and so was replaced with the phrase “what is now known as Canada.” This updated term is more accurate and inclusive of Indigenous Peoples. Other minor changes include a revision of key topics associated with the course.
- b. Changes were made to the learning outcomes. Three new outcomes were added and the wording for the other outcomes was modified slightly, notably the Bloom’s taxonomy verbs. These changes are in line with History Department and broader institutional learning outcomes. LO #5 - connecting past and present is a fundamental skill in history courses and helps students understand the relevance of history today. LO #6 – helps Indigenize the course and draws specific attention to the important and problematic relationships that developed between Indigenous Peoples and settler societies prior to 1867. LO #7 – transferable skills are important and help students gain meaningful employment after graduation.
- c. The evaluations were changed slightly. As directed, participation is no longer a category for assessment and the percentage was added to the presentation assignment. A holistic assessment has also been added to allow for more flexibility in grading practices.

- d. An OER textbook, J.D. Belshaw's *Canadian History Pre-Confederation*, was added to the textbook and materials list. This change falls in line with the movement towards zero-cost for textbooks present at several institutions, including UFV. Students greatly appreciate any reductions in expenditures. Several other readings and resources were added. While not required, these supplemental texts may be incorporated as weekly readings.
    - e. The topics section was reworked to more accurately reflect what is currently being taught in the course. The subject topics and order of the topics were both changed slightly. Of note, the inclusion of western "Canadian" history was added. More opportunities for Indigenous content/themes as well as environmental histories were included.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
  - a. The new learning outcomes align with institutional ILOs in several ways. LO #7 specifically targets institutional LO #3 on communicating effectively. LO #6 has significant overlap with institutional LO #5 on engaging with Indigenous knowledge systems. The updated phrasing in LOs #1 and 2 include higher order level thinking skills which align with institutional LO #1 apply knowledge and competencies proficiently.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - a. No.
5. Which program areas have been consulted about the change(s)?
  - a. N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - a. History 101 has significant Indigenous content. The first two major topics of the course analyze Indigenous cultures of North America prior to contact with Europeans and the subsequent relations which developed with settler societies. Typically, the Royal Proclamation of 1763 and the Treaty of Niagara 1764 are discussed with the British Conquest topic and their attendant legacies analyzed. Please note that the Royal Proclamation of 1763 provides the legal basis of most modern Indigenous land claims and so has great relevance to the current treaty process. Indigenous participation in colonial wars and the resulting treaties are included with the Impacts of British Imperialism topic. British crown-Indigenous relations are explored in later parts of the course, especially the assimilationist colonial legislation in the eastern British colonies. The role of the Iroquois in the War of 1812 is assessed in the Upper Canada and the War of 1812 topic. Indigenous participation in the fur trade economy and the exploration of what is now known as Western Canada is analyzed in detail in the third last topic. An entirely new socio-cultural complex, neither completely Indigenous nor European, arose

from fur trade relationships and lasted for close to two hundred years. Of interest here is Sylvia Van Kirk's and Sarah Carter's work on women's participation in the fur trade. The rise of Métis nation is part of the larger discussion of the Red River colony and settler-Indigenous relations in what is known today as Manitoba. These can be included as part of the second last topic of the course.

- b. Students are typically engaged with Indigenous content through several sources both oral and textual. Typically, Indigenous oral histories and creation stories are introduced at the beginning of the course and used throughout. Course textbooks and readings include significant Indigenous content. For example, the OER textbook recommended for this course includes three full chapters and several sections on Indigenous topics. Arthur Ray's book, *The Land as History Book*, as well as Cole Harris' work, *Making Native Space*, are both useful.
        - c. A land acknowledgement is typically offered at the beginning of the course. This is especially important as so much of the land in British Columbia remains uncaded.
        - d. Indigenous methodologies include the following: sharing/discussion circles; providing experiential, reflective, and holistic learning opportunities; and consideration of how humans have shaped the North American environment/land.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - a. Instructors work to create an inclusive and caring community of learners where all students are respected for who they are, feel safe, and have opportunities to succeed in their own ways. Course expectations are outlined to promote this goal.
  - b. Immigrant and settler stories are a key theme in this course. Race and class conflict are typically discussed as settler societies establish themselves in North America.
  - c. Depending on the instructor, gender is a very useful category of analysis for this course. A large and growing literature on the women of New France is available, notably Isable Foulché-Delbosc's work on the women of Trois-Rivières. Adele Perry's work on white women immigration schemes to the colonies which would become British Columbia, "Fair Ones of a Purer Caste," has also proven popular with students. Another important topic is women in fur trade histories, of which there is a large and growing literature.
  - d. Small-group activities and discussion groups are used to enable each student to take an active role in shaping their learning. Discussion questions are frequently open-ended, often produced by the students themselves for their groups, allowing them to respond in their own ways.
  - e. Low-stakes written assignments early in the term provide the instructor with the opportunity to provide personalized feedback and set goals for their future assignments, based on the strengths and ability of each student.
  - f. This course is always offered in-person and online, often each term, ensuring that students who find digital learning more comfortable and accessible are accommodated. Audio, visual, and textual learning materials are incorporated throughout the course.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  - a. N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
  - a. Costs for students can range from \$0, if using a free open-source text and digital readings via Blackboard, to \$100 or more, if published textbook(s) are assigned. The first recommended book by J.D. Belshaw is an OER which is free. The other recommended textbook for this course by Blake, Keshen, Knowles, and Messamore currently costs \$56 for a paper copy and \$47.95 for a digital copy.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1976  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 101                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canada Before Confederation                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Canada Before Confederation                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will engage with the major economic, political, social, and cultural histories associated with the lands now known as Canada, from time immemorial to 1867. Important themes include Indigenous ways of life and the impacts of European colonization, treaty making, imperial rivalries, and transnational influences on settler societies, gender, and the formation and evolution of regional and national societies. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

HIST 101

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Describe the major historical themes and events in Canadian economic, political, social, and cultural history before 1867.
2. Analyze selected historical debates in pre-Confederation Canadian history.
3. Employ key disciplinary practices of academic history.
4. Employ conventions of academic historical writing.
5. Articulate the relationships between past and present in the study of Canadian history.
6. Evaluate the political, economic, social, and religious relationships that formed between Indigenous peoples and settler societies prior to 1867.
7. Employ teamwork, critical thinking, and presentation skills in the study of history.

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

|                      |     |                        |     |              |     |
|----------------------|-----|------------------------|-----|--------------|-----|
| Final exam:          | 25% | Quizzes/tests/midterm: | 20% | Assignments: | 45% |
| Holistic assessment: | 10% |                        | %   |              | %   |

**Details:**

Assignments: two essays each worth 15%; group presentation 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.)*

Teaching methods will include lectures, discussions, and the use of audio-visual materials.

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

| Type        | Author or description                 | Title and publication/access details              | Year |
|-------------|---------------------------------------|---------------------------------------------------|------|
| 1. OER      | J.D. Belshaw                          | Canadian History: Pre-Confederation               | 2020 |
| 2. Textbook | Blake, Keshen, Knowles, and Messamore | Conflict and Compromise: Pre-Confederation Canada | 2017 |
| 3.          |                                       |                                                   |      |
| 4.          |                                       |                                                   |      |
| 5.          |                                       |                                                   |      |

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

None

**Course Content and Topics**

- Introductions, Indigenous peoples of North America prior to contact, and invention of the New World
- Origins of New France and early Indigenous-settler relations
- The character of New France
- The British conquest
- The Impact of British imperialism
- British North America and the American Revolution
- Upper Canada and the War of 1812
- Rebellions in Upper and Lower Canada
- British North America – 1840-1860s
- The fur trade and the northwest including "British Columbia"
- Selected topics: immigration, Indigenous-settler relations, environmental histories
- Confederation

**Supplemental Texts and Resource Materials Form**

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

| <b>Type*</b> | <b>Author or description</b>                                     | <b>Title and publication/access details</b>                                                                                                                                                                                                                              | <b>Year</b> |
|--------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. Journal   | Wendy C. Wickwire                                                | "To see Ourselves as the Other's other: Nlaka'pamux Contact Narratives," <i>Canadian Historical Review</i> 75: 1 (1994): 1-20                                                                                                                                            | 1994        |
| 2. Other     | Reuben Gold Thwaites                                             | "Chapter IX: On the Solemn Feast of the Dead," <i>The Jesuit Relations and Allied Documents: Travels and explorations of the Jesuit Missionaries in New France, 1610-1791</i> , ed. Reuben Gold Thwaites. Vol. X (Cleveland: Burrows Brothers, 1897), volume 10: 279-317 |             |
| 3. Journal   | Brian James                                                      | "The Battle that Gave Birth to an Empire," <i>History Today</i> 59: 12 (December 2009): 26-32                                                                                                                                                                            | 2009        |
| 4. Journal   | Elizabeth A. Fenn                                                | "Biological Warfare in Eighteenth Century North America: Beyond Jeffery Amherst," <i>Journal of American History</i> 86:4 (March 2000): 1552-80                                                                                                                          | 2000        |
| 5. Other     | Primary Source                                                   | The 1763 Royal Proclamation                                                                                                                                                                                                                                              | 1763        |
| 6. E-book    | Nathan Tidridge                                                  | "The 1764 Treaty of Niagara and Covenant Chain of Friendship," Chapter 2, <i>The Queen at the Council Fire: The Treaty of Niagara, Reconciliation, and the Dignified Crown in Canada</i> (Toronto: Dundurn, 2015), 49-76. E-book                                         | 2015        |
| 7. Journal   | S. Basdeo and H. Robertson                                       | "The Nova Scotia-British West Indies Commercial Experiment in the Aftermath of the American Revolution, 1783-1802," <i>Dalhousie Review</i> 61:1 (Spring 1981): 53-69                                                                                                    | 1981        |
| 8. Journal   | Karim M. Tiro                                                    | "Now you see it, Now you don't: the War of 1812 in Canada and the United States in 2012," <i>The Public Historian</i> 35:1 (February 2013): 87-97                                                                                                                        | 2013        |
| 9. Book      | Susanna Moodie                                                   | Excerpt from Chapter 5, "Our First Settlement, and the Borrowing System" of Susanna Moodie, <i>Roughing it in the Bush</i>                                                                                                                                               | 1852        |
| 10. Journal  | Allan Greer                                                      | "From Folklore to Revolution: Charivaris and the Lower Canadian Rebellion of 1837," <i>Social History</i> 15:1 (Jan 1990): 25-43                                                                                                                                         | 1990        |
| 11. Journal  | Michael Hughes                                                   | "Within the Grasp of Company Law: Land, Legitimacy, and the Racialization of the Métis, 1815-1821," <i>Ethnohistory</i> 63:3 (July 2016): 519-540                                                                                                                        | 2016        |
| 12. E-book   | Marcel Martel, Colin M. Coates, Martin Pâquet, and Maxime Gohier | "Quebec and Confederation: Gains and Compromise," Chapter 4, <i>Reconsidering Confederation: Canada's Founding Debates, 1864-1999</i> , ed. Daniel Heide (Calgary: University of Calgary, 2018): 75-100. e-book chapter                                                  | 2018        |
| 13. Book     | Arthur Ray                                                       | "Chapter 1: The Land as History Book," in <i>Illustrated History of Canada's Native Peoples, Fourth Edition</i> (Montreal: McGill-Queen's University Press, 2016).                                                                                                       | 2016        |
| 14. Book     | Ralph Pastore                                                    | "The Sixteenth Century: Aboriginal Peoples and European Contact," in <i>The Atlantic Region to Confederation</i> , eds. Phillip Buckner and John Reid (Toronto: University of Toronto Press, 1995)                                                                       | 1995        |
| 15. E-Book   | Roland Viau                                                      | "On the Ruins of Hochelaga, 1535-1650," in <i>The History of a North American City</i> , eds. Dany Fougères and Roderick MacLeod (Montreal: McGill-Queen's University Press, 2018)                                                                                       | 2018        |
| 16. Journal  | Isabel Foulché-Delbosc                                           | "Women of New France: (Three Rivers: 1651-611)," <i>The Canadian Historical Review</i> 21, no. 2 (1940): 132-149                                                                                                                                                         | 1940        |
| 17. Journal  | Matthew Ward                                                     | "Crossing the Line? The British Army and the Application of European Rules of War," in <i>Revisiting 1759: The Conquest of Canada in Historical Perspective</i> , eds. Phillip Buckner and John G. Reid (Toronto: University of Toronto Press, 2012)                     | 2012        |
| 18. Book     | Alfred Crosby                                                    | "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon," in <i>Canadian Environmental History</i> , ed. David Freeland Duke (Toronto: Canadian Scholars Press, 2016)                                                            | 2016        |
| 19. Book     | F.J. Paul Hackett                                                | "A Very Remarkable Sickness": Epidemics in the Petit Nord, 1670-1846, vol. 14 (Winnipeg: University of Manitoba Press, 2002) Chapter 5 and Conclusion                                                                                                                    | 2002        |
| 20. Book     | Adele Perry                                                      | "'Fair Ones of a Purer Caste': Bringing White Women to British Columbia," Chapter 6 in <i>On the Edge of Empire: Gender, Race, and the Making of British Columbia, 1849-1871</i> (Toronto: University of Toronto Press, 2001): 139-166                                   | 2001        |
| 21. Journal  | Claire Sjölander                                                 | "Through the looking glass: Canadian Identity and the War of 1812," <i>International Journal</i> 69,2 (2014): 152-167.                                                                                                                                                   | 2014        |
| 22. Book     | Thomas Thorner and Thor Frohn-Nielsen                            | "A Few Acres of Snow": <i>Documents in Pre-Confederation Canadian History</i>                                                                                                                                                                                            | 2003        |

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

**Memo for Course Changes**

To: CACC. UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Alessandro Tarisa, HIST 103 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 103 Stó:lō History**

*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 up for its 6-year review, and it provided an opportunity to update a range of components in the formal course outline. These include:

- A new course description that emphasizes the importance of Stó:lō-Newcomer relations in Canadian history and shifts from cultural studies-inspired present standpoint perspectives to a thematic framing of historical approaches. The chronological and thematic approach follows the Indigenous understanding of exploitative, extractive, and settler colonial eras rather than a colonial epistemology (e.g., pre- and post-confederation history).
- The learning outcomes align with the updated History Department and UFV's ILOs.
- Delivery methods have shifted toward a historical approach, including in-class active learning jigsaw workshops for students to work collaboratively with primary sources. Field trip notes, Research Ideas, Research Proposals, and Research Papers/Creative Projects have been added to familiarize students with the historical practice. The textbook list has been updated and includes two more recent academic historical books reviewed by the Stó:lō Nation according to a Community Engaged Scholarship approach. In addition, two academic articles, authored by Stó:lō scholars, were added, with a guide to historical writing and the Chicago Style for historians.
- The assessments in the last version did not differentiate between assignments, allocating 55% of the evaluation. The list has been restructured to present a more balanced and structured evaluation approach.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The learning outcomes have been revised with some extra information but no significant alterations. The course's learning outcomes are consistent with the updated History Program's learning outcomes and the UFV's ILOs. The Learning Outcome 2 – contextualize Stó:lō resilience within the development of colonial eras and institutions – aligns with ILOs because students examine critically and holistically, drawing on Indigenous and settlers' guests lectures and primary sources to examine historiographical problems. Students recognize their own positionality and biases as well as those expressed by others in oral, written, or digital form, complying with PLO 2. With Learning Outcome 4 – discuss the impacts of tradition and culture on the history of Stó:lō-Newcomer relations respectfully – students appreciate input from Indigenous and settler groups and understand the significance of working together to achieve realistic goals, aligning with ILO 4. In doing so, students articulate the importance of context, causality, change and continuity in Stó:lō history, validating PLO 4.
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 required for the IS Major or Minor. None of the updates for the course revision will have an impact on the programs.
5. Which program areas have been consulted about the change(s)? UFV Professor Keith Thor Carlson (Tier One Canada Research Chair in Indigenous and Community-Engaged History), Shirley Hardman (Associate Vice-President, Xwexwílmexwawt), Leanne Joe (Indigenous Curriculum Developer, Senóqw'íye).
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 \(UNDRIP\)](#).

Decolonized and Indigenized content:

History 103 contributes directly to the process of Indigenizing UFV. The class focuses on the history of the Stó:lō people from the turn of the 19<sup>th</sup> century to the present. History 103 engages with Stó:lō cultural ways of knowing, oral traditions, and relations with non-Indigenous governments and societies. One week of the course is dedicated to a field trip to the Coqualeetza Grounds in Chilliwack, where students will listen to a Stó:lō Knowledge Giver about the history of the place. Students will also meet the archivist of the Stó:lō Library Archives, who will guide them in using the facility. Dr. Si:yémiya, Albert (Sonny) McHalsie, and Professor Keith Thor Carlson are guest lecturers for the course.

Decolonized and Indigenized delivery:

Students are encouraged to use their family history as primary sources for their assignments. They will be expected to demonstrate new approaches and creative thinking in both active seminars and assignments. Students will be at the center of a circle of reciprocity with the primary and secondary sources and the instructor and Indigenous and settler guest lecturers. In class, students will discuss and evaluate their research ideas in small groups. They will also read and interpret Indigenous primary sources from the past, looking for diverse intersectional points of view related to ethnicity, class,

gender/sexual orientation, and religion/spirituality. Additionally, students have the option to choose a creative project as an alternative to the research paper. This allows them to create their own design, artwork, audio, video, or text that reflects their culture, ideas, emotions, and sensibilities.

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 and supportive community where all students are respected and valued for their individuality. This objective will be addressed with students at the start of the term, and course expectations will be clearly outlined to promote this objective. The class community will also embrace the use of inclusive pronouns.

- The course instructions, lessons, and resources will be available online for the students in accessible formats through Blackboard Ally. The lesson presentations will pair the instructor's words (as text) with tagged and referenced historical pictures, graphics, and maps. Lessons will be available for viewing or download in PDF, optimized for accessibility. Students can choose between actual or online field trips to accommodate diverse cultural and mobility needs. Furthermore, they can research physical or online digitalized archives and libraries.

- During active learning seminars, students will actively engage in jigsaw small-group activities designed to shape their learning experiences. They have the opportunity to participate in small group discussions based on their own emotions and sensibilities.

- The course allows students to explore other cultures and experiences from distant times, connecting local Stó:lō history to different geographical levels – provincial, regional, national, and international (across the US border). Students will be offered various historical primary sources showing experiences from Stó:lō Téméxw's diverse ethnicities, genders, sexual orientations, classes, religions, and spiritualities. Students will identify historical and intersectional perspectives and connect them with contemporary priorities within the Reconciliation process by contrasting different values held by Stó:lō and newcomers over time, resolving contemporary conflicts, and creating a unique and more inclusive value system, transforming themselves and the 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.

Students are required to take a field trip to the Coqualeetza's Grounds, Stó:lō Xwexwílmexw Government, educational Longhouse, and Stó:lō Library Archives, guided by a Stó:lō Knowledge Giver.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbooks: \$76, Recommended guide to the Chicago Style: \$11. Field trip: \$50. Total: \$137.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|---|---------------------------------------------------------|---|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> HIST 103                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Stó:lō History<br><b>Course Short Title:</b> Stó:lō History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br><p>An introduction to the history of the Stó:lō and their relations with outsiders (early traders, miners, and then settlers) from the turn of the nineteenth century to recent times. Students are encouraged to forefront Stó:lō experience and perspectives. Rather than seeing Indigenous people in colonial history, students are taught to invert the lens and see colonialism as something occurring within Stó:lō history. Significant themes include agency, resilience, resistance, and resurgence as viewed through the lenses of ethnicity, class, gender, and community within Stó:lō territory.</p> <p>Note: Field trips outside of class time will be required.</p> <p>Note: This course is especially valuable to those students who plan to be teachers.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>30</b> |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">41</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: right;">2</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                                                                                                                                                | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 41 | Experiential (field trip) | 2 | Experiential (cultural/elder learning or participation) | 2 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 41                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                               |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                           |   |                                                         |   |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> March 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 and events in Stó:lō political, economic, social, and cultural history.
2. Contextualize Stó:lō resilience within the development of colonial eras and institutions.
3. Employ key disciplinary practices of academic history.
4. Discuss the impacts of tradition and culture on the history of Stó:lō-newcomer relations in respectful manner.
5. Describe the history of Stó:lō-newcomer relations through a critical examination of a variety of historical and scholarly sources.
6. Identify the differences between primary and secondary sources in analyzing two centuries in Stó:lō Téméxw.
7. Articulate the relationship between oral and written sources from the past and contemporary Stó:lō and settlers' narratives in studying history.
8. Communicate in oral and written forms to diverse audiences.

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

|                   |     |              |     |                      |     |
|-------------------|-----|--------------|-----|----------------------|-----|
| Final exam:       | 30% | Assignments: | 40% | Holistic assessment: | 15% |
| Field evaluation: | 15% |              | %   |                      | %   |

**Details:**

- Holistic assessment (15%): Students reflect on what they do and how they engage with the field experience and guest speakers and connect it to their self/personal journey of decolonization/healing.
- Field trip notes (15%): Students are required to participate in a guided tour of the Coqualeetza Grounds in Sardis (Chilliwack) and the Stó:lō Library and Archives. As an alternative, students can explore a Stó:lō website. In the end, they will keep a journal/field trip notes. Historians often deal with handwritten field notes in archives.
- Assignments: Research paper proposal/prospectus (10%) and research paper or creative project (30%)
- 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 includes lectures, class discussion, field trips, guest speakers, active learning seminars, micro-activities, and videos.

**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 | Keith Thor Carlson                                                             | The Power of Place, The Problem of Time                                                                                                                                                                                             | 2010 |
| 2. Textbook | Keith Thor Carlson, John Lutz, David Schaepe, Sonny McHalsie (Si:yémiya), eds. | Towards a New Ethnohistory: Community-Engaged Scholarship Among the People of the River                                                                                                                                             | 2018 |
| 3. Other    | Jo-Ann Archibald (Q'um Q'um Xiiem)                                             | 'Elders' Teachings About Indigenous Storywork for Education. In Hidden in Plain Sight: Contributions of Aboriginal Peoples to Canadian Identity and Culture. Edited by Cora J. Voyageur, David R. Newhouse, Daniel Beavon, 160-176. | 2014 |
| 4. Article  | Wenona Hall, Sheryl Macmath                                                    | "Indigenous Education: Using the Science of Storywork to Teach with And Within Instead of About Indigenous Peoples." Journal of American Indian Education 57, no. 2                                                                 | 2018 |
| 5. Other    | Mary Lynn Rampolla                                                             | Pocket Guide to Writing in History                                                                                                                                                                                                  | 2021 |

**Course Content and Topics**

- Introduction and orientation
- History of Stó:lō education in the late 20th century
- Field trip: Stó:lō Nation Government House, Coqualeetza Longhouse, Stó:lō Library and Archives
- Introduction to Stó:lō history and worldviews in the contact era
- Stó:lō and health crises: healing as a historical process
- Times and spaces in Stó:lō worldviews
- The power of names in Stó:lō histories
- Restricted movement and Stó:lō fractured identity
- The emergence of settler colonialism in the Stó:lō world
- Stó:lō labour and sport: boxing and logging
- We are what we eat: Stó:lō food and identity framing between tradition and culture
- Stó:lō communities in the cauldron of settler colonialism

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Aleks Jovanovic, HIST 119 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 119 Ancient Greece and Rome**

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

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

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

2. Rationale for change:

The course has shifted from being strictly chronological to having a mix of chronological and thematic breakdown.

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

There are no major changes to the ILOs. Two of them have been made more course-specific.

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

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

History Department

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

While the world of Ancient Greece and Rome is quite distant from the Indigenous experiences of the Americas broadly and the Fraser Valley locally, the course adheres to the pedagogical method of the

Five Rs by offering learners a respectful and reciprocal teaching environment in which students can question these concepts and learn about the relevant aspects of Ancient Greco-Roman histories. These processes aid students in building skills of responsibly processing ideas, concepts, and data, which allows both learners and the instructor to build stronger relationships with each other, as well as with the content about Greece and Rome.

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

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

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

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

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

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

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 119                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Ancient Greece and Rome                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Ancient Greece and Rome                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>In this introductory survey, students consider the socio-political transformations in the worlds of the ancient Greeks and Romans in the wider Mediterranean context.                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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 key components in ancient Greek and Roman history.
2. Debate themes and issues related to the Greek city-state political culture and Roman gradual state building from a city-state to a Mediterranean empire.
3. Work with primary and secondary sources.
4. Analyze written and material primary sources about the Greco-Roman world vis-à-vis one another.
5. Articulate the relationship between the Greco-Roman history and Western academia.
6. Produce written work using the rules of historical analysis.

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

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

**Details:**

- Quizzes/tests/midterm: weekly quizzes (20%)
- Assignments:
  - Written primary source analyses (20%)
  - In-class presentation and feedback (10%)
  - Museum curation or do-it-yourself (25%)
- Final exam (25%)

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

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

Face-to-face lectures and discussions or online asynchronous lectures and written discussions.

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

| Type        | Author or description | Title and publication/access details                                                               | Year |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------|------|
| 1. OER      |                       | Fordham Internet History Sourcebook Project: Ancient History                                       |      |
| 2. OER      |                       | <i>The Internet Classics Archives at MIT</i>                                                       |      |
| 3. Textbook | M. Dillon, Garland    | <i>Ancient Greece: Social and Historical Documents from Archaic Times to the Death of Socrates</i> | 2014 |

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

None

**Course Content and Topics**

Module I: How to run a city-state in Greece and Italy (c. 800 to 500 BCE)

- Course introduction: How many cradles does a baby need?
- The world of the city: Greek city-states and Rome (c. 800 – 500 BCE)
- How to live in a city-state: Daily lives in Greece and Rome (c. 800 – 500 BCE)

Module II: How to wage war in Greece and Italy (c. 500 to 300 BCE)

- The game changers: The Iranian Achaemenid Empire and the Roman Republic (c. 500 – 300 BCE)
- How to survive in a tragedy or a comedy: Daily lives in Classical Greece and Early Republican Rome (c. 500 – 300 BCE)
- One to rule them all: Philip II's dream and Alexander the Great's conquests

Module III: How to build an empire: Trial and Error (c. 300 to 30 BCE)

- Alexander's successors meet Rome (c. 300 – 30 BCE)
- How to live in Alexandria, Athens, and Rome: Daily lives in the Hellenistic period (c. 300 – 30 BCE)
- The Roman Republic outgrows itself: Crisis of the first century BCE

Module IV: *Pax romana* for everybody (c. 30 BCE to 500 CE)

- *Mare nostrum*: Roman Empire in the Mediterranean (c. 30 BCE – 284 CE)
- How to live in *Pax romana*: Daily lives in the principate (c. 30 BCE – 284 CE)
- *Mutatis mutandis*: the dominate and Christianity
- Amicable divorce: Fall of the Western Roman Empire and the Medieval Eastern Roman survival (c. 284 – 500 CE)

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Ian Rocksborough-Smith, HIST 301 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 301 Studies in Applied History**

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

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

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

2. Rationale for change:

The course has been updated to better align with the ways it has been taught in recent years by the current instructor of record. The course still deals with “Studies in Applied History” as the title used to read - but is now taught more specifically as an introductory upper division course in public history. It explores more succinctly what public history is as a field of study (within the discipline of history) and relates this field to professional practices and pathways.

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 \(ILOs\)](#):

LO 1 aligns with ILO 2 because it engages students with challenges and debates that have been encountered in public history since it was first coined as a subfield of history in America in the 1970s. As such, students learn how practitioners of public history have, over time, learned to move towards more collaborative, community-engaged models for building their fields of endeavor (whether running a museum, curating and/or making archives more accessible, or taking members of the public on tours of historic sites...etc...).

LO 2 aligns with ILO 4 because it asks students to communicate how academic history differs from various repertoires of public history. Students are asked to express in their assignment presentations and writings, how history is “done” outside of academic realms for the benefit and/or consumption of the public and what the challenges of these endeavors might also present for doing “history.”

LO 5 aligns with ILO 8 because it demonstrates how the course introduces students to various career pathways in the Galleries, Libraries, Archives, and Museum sectors, in particular, that they are asked to reflect on in assignments. This is notably done in their reflective final exam assignment which they complete at the end of the term. In this assignment, they are directly asked to consider how this “applied” course introducing them to public history might impact their career aspirations and trajectories.

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 has been redesigned with Indigenization in mind. It now has two whole weeks that focus on oral history as a method of public history and oral traditions as crucial ways of knowing and being in the construction of knowledge about the past. The class also provides students opportunities to interview and/or engage with elders in their family around a significant family heirloom or valued possession. Indigenous students enrolled in the course have drawn on family stories and traditions, such as quilt-making and paddling, that help shape discussions about how one can “do history” outside of traditional academic settings. It also assigns readings that speak to local Indigenous histories and methods of oral storytelling about places and spaces as well as local knowledge systems, notably through the work of Carlson/McHalsie/Naxaxalhts’i (2019).

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

The course works to help students imagine what decolonized museums, monuments, and public spaces and places might look like through one of the major assignments in the course. This assignment asks students to physically or virtually visit a historic site and/or monument where they critically examine its presence in a community as well as its local history (i.e. Students are asked to determine why it was first built and/or created etc...). In some cases, they might consider a

monument that has been recently torn down and why this may have taken place. Another assignment asks students to reflect in a group project about how a particular town and/or city across North America represents its pasts in the public sphere. Students are encouraged to imagine what given locales might be missing when “telling their stories.” They are asked to highlight underrepresented histories of local marginalized communities ([i.e.](#), Historically racialized communities; LGBTQ2S+ community spaces etc...) and/or the ways colonial-settler histories have dominated public representations of a given area and/or town or city.

Group work and discussion is encouraged throughout the course and flipped-classroom formats allow students to facilitate how readings are deliberated and debated. This helps to decenter the professor and/or instructors’ voice and deemphasizes the role of the lecture as a central tool of pedagogy. As such, it allows for a more flexible classroom atmosphere to prevail which benefits an upper-division course of this nature.

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 one required textbook is available as an e-book through the UFV Library through paid student tuition fees.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1997  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 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: HIST 301                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Number of Credits: 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Introduction to Public History<br>Course Short Title: Intro to Public History                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Department/School: History                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces students to public and popular history and the applications of history outside academia. Students critically assess a range of public historical sites, including museums and historical re-creations, as well as popular history in contemporary culture. Reviews the changing roles of historians, professionals (curators, archivists, YouTubers, tour guides), and members of the public in interpreting the past. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 301A</b><br>Cross-listed with:<br>Equivalent course(s): <b>HIST 301A/HIST 301B</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | Date of meeting: October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Date of meeting: January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Date of meeting: March 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 main debates, assets, and challenges of the field of public history, what it can offer historians, practitioners, and the public.
2. Assess the relationship between the academic study of history and public understandings of and interests in the past.
3. Work with multiple sources, both primary and secondary.
4. Write for historical audiences.
5. Evaluate the various career options outside of academic settings for which history can prepare them, with an emphasis on careers in the field of public history.

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

|                      |     |              |     |  |   |
|----------------------|-----|--------------|-----|--|---|
| Final exam:          | 15% | Assignments: | 75% |  | % |
| Holistic assessment: | 10% |              | %   |  | % |

**Details:**

- Assignments: group presentation (20%); critical review essays (2 x 15%); inventory analysis (10%); reading responses (15%)
- Holistic assessment: self-assessment on participation and attendance (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.)*

Teaching methods will include lectures, discussions, the use of audio-visual materials, and 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 | Thomas Cauvin         | <i>Public History: A Textbook of Practice (2<sup>nd</sup> Edition)</i> | 2022 |
| 2.          |                       |                                                                        |      |
| 3.          |                       |                                                                        |      |
| 4. Other    |                       |                                                                        |      |
| 5.          |                       |                                                                        |      |

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

None

**Course Content and Topics**

- Introduction
- Defining academic history
- Oral history and everyday life
- Museums, power, and knowledge
- Media and practice
- Public history, local methods, and engagements
- Collection management, archives, and historic preservation
- Public history and the digital era

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Adrianna Bakos, HIST 311 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 311 The Reformation**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: Six Year Review. Calendar description has been revised. Learning outcomes have been updated to align with revised History PLOs and UFV's new ILOs.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Course LOs 2 and 3 clearly align with UFV's new ILOs 1 and 2 by requiring students to discuss and evaluate the most significant aspects both of the Reformation itself and of the modern historiography on the topic. Both LO 5 "Collaborate in-class and on group projects in ways that include and respect the contributions of others" and LO 6 "Engage in dialogue and debate in a respectful, inclusive and open-minded way" align both with the History Department's revised PLO 7 and UFV's new ILOs 3 and 4 in the area of "Connect," by expecting students to learn how to work collaboratively with others and to provide respectful space for the opinions of others, even when they are in opposition to the student's own. LO 8 has been revised to allow students to create content in various forms that is appropriate to diverse audiences, thus addressing ILO 7.
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 delivery manifests the [First Peoples Principle of Learning](#) that maintains “Learning is holistic, reflexive, reflective, experiential, and relational.” Classroom layout emphasizes group learning through the arrangement of desks into “pods”, favouring lateral over hierarchical learning. Reciprocity is encouraged through exchange of feedback from instructor to learner and from learner to instructor (an example of the latter being exemplified through instructor sharing their own work-in-progress with learners and welcoming constructive commentary). A major class activity is a historical reenactment that invites students to creatively inhabit individuals from the past, encouraging empathy for individuals whose ideas and circumstances are different from their own. A post-activity reflection encourages learners to further consider both the experiences of people during the Reformation and their own learning through the re-enactment. One unit of the course explicitly addresses how First Nations experienced the arrival of Europeans, the early days of contact, and attempts at forced religious conversion. The required self-assessment at the end of the course encourages reflexive practice to deepen understanding of course material and how students might revise their own learning and behaviors going forward.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The textbook has been replaced with one which not only takes a global perspective on this important era, but also reorients the narrative to centre historically marginalized groups within early modern Europe, inviting connections between the othering of individuals and communities in the 16<sup>th</sup> century and today. In addition to the concept of community threaded throughout the course, the content for units “The View from the Margins” and “On the Fringe” invite students to explicit address and discuss the experience of those who interacted with the Reformation as disenfranchised groups, often targeted as responsible for the chaotic violence of the religious wars. Assignment structure recognizes the diverse ways in which learners demonstrate competence, allowing for choice in the major project of the semester. Content is posted in the LMS in multiple formats, allowing for students to access materials in a format that best suits their particular learning strengths and challenges.
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 - \$65



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 311                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> The Reformation                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> The Reformation                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the varied religious and social "reformations" of the 16th century. Students will explore several broad themes, including the role of women and impact of gender in the formulation of Protestant ideology and Catholic response, the function and extent of religious violence, changes in the family, and the relationship between the Reformation and the construction of new personal, communal, and religious identities.        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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 key components in Reformation history.
2. Discuss the theological, social, and political bases of the conflict between Catholics and Protestants in the 16th century.
3. Evaluate the major debates on the Reformation in secondary literature.
4. Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of history.
5. Collaborate in-class and on group projects in ways that include and respect the contributions of others.
6. Engage in dialogue and debate in a respectful, inclusive and open-minded way.
7. Utilize both primary and secondary sources in the exploration of topics within Reformation history.
8. Create historical content for diverse audiences.

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

|                      |     |              |     |          |     |
|----------------------|-----|--------------|-----|----------|-----|
| Final exam:          | 25% | Assignments: | 35% | Project: | 30% |
| Holistic assessment: | 10% |              | %   |          | %   |

**Details:**

- Assignments: critical book review (25%); reflection on an in-class historical re-enactment (10%)
- Project (30%): Students may choose from 3 different options (which will vary from semester to semester). A representative set of options might include a children's book, a secondary school lesson plan, or a literature review.
- Holistic assessment (10%): Students will produce a narrative and rubric-based participation and engagement self-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.)*

Teaching methods may include lectures, small-group discussion, exploratory writing, audio-visual materials, and online activities.

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

| Type               | Author or description | Title and publication/access details                                                  | Year |
|--------------------|-----------------------|---------------------------------------------------------------------------------------|------|
| 1. Textbook        | Nicholas Terpstra     | Global Reformations: Transforming Early Modern Religions, Societies and Cultures      | 2019 |
| 2. Online resource |                       | Selected primary sources available online                                             |      |
| 3. Online resource |                       | Selected secondary sources available through JSTOR and Historical Abstracts databases |      |
| 4.                 |                       |                                                                                       |      |

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

None

**Course Content and Topics**

- Introduction: trends in the historiography of the Reformation
- Europe on the eve of Reformation
- Luther and Lutheranism
- Zwinglianism and Anabaptism
- The Reformation in England and Scotland
- The Second Wave: Calvinism takes root
- The Catholic Reformation
- A social Reformation
- The Reformation and popular culture
- A gendered Reformation
- The view from the margins
- On the fringe: witches and witch-hunting in an era of reform
- The ongoing Reformation

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Steven Schroeder, HIST 335 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 335 History of the Israeli-Palestinian Conflict**

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

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

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

2. Rationale for change: Six year review. Calendar description has been revised to be more action-oriented. The learning outcomes and delivery methods are more refined and aligned with program LOs and UFV's new ILOs, and consider the significance of connections between historical and contemporary events
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The course learning outcomes are aimed to align with UFV's ILOs, particularly: #2, critical examination; #7, advocacy for equity, diversion and inclusion; and, #8, engage in reflection for action.
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)? History Department
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The first three class sessions in particular address questions of indigeneity in the Levant. Students read multiple primary sources from a variety of perspectives, including colonial powers, Zionists, and the indigenous Palestinian population. This is in keeping, and in line with UFV's Indigenization goal, which states that: "UFV will strive to be both responsive and responsible to the Indigenous peoples' goals of self-determination and well-being...[and to be] a place of learning that recognizes, respects and includes an indigenous worldview in all aspects of its day to day activities." Furthermore, all class sessions include discussion of the land, maps, historical domicile of the land, and power relationships that have affected and continue to affect people living in Israel/Palestine. This aligns with the UNDRIP declaration that states that "all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust."

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 full of this work from beginning to end, particularly in keeping with UFV's EDI Statement, Goal #1: Integrate EDI into our institutional culture, and specifically to "expand opportunities for employees and students to engage in dialogue and action around EDI." The topic selections and related readings and assignments all have students examine the disparity between people in this conflict based on power, race, ethnicity, gender, and social status. Students read documents written by a wide variety of people who encourage dominating and excluding (even killing) members of the other group. Human rights codes, UN declarations, international law and questions of equality and inclusion are all overtly factored into the assignments and discussions in this course.

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

The course is offered once per academic year, and the class size maximum is 30. Both of these considerations are important for students to engage meaningfully in a group of this size, and annually as this conflict is of considerable significance in our world today.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): the textbook is the only cost (\$25 for the e-book, \$42 for the (new) paperback).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 335                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> History of the Israeli-Palestinian Conflict                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Israeli-Palestinian Conflict                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the conflict between the Jewish state in Palestine and the Indigenous Palestinian population. Students examine nationalism, foreign powers, religion, the Israeli occupation of Palestine, Palestinian resistance and national movements, human rights, peace efforts, and the current state of the conflict.                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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 key people and events in the Israeli-Palestinian conflict, and their historical and contemporary significance.
2. Discuss key themes and issues in Jewish, Israeli, Arab, and Palestinian history.
3. Articulate historical debates that reveal numerous perspectives on the Israeli-Palestinian conflict.
4. Demonstrate objectivity and sensitivity in handling challenging and difficult subjects that have enormous historical and contemporary significance
5. Demonstrate in-depth the importance of context, evidence, perspective, and research in the study of history.
6. Work with multiple sources, both primary and secondary.
7. Articulate how colonialism, human rights, self-determination, durable peace and justice factor into the Israeli-Palestinian conflict.

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

|                        |     |                      |     |   |
|------------------------|-----|----------------------|-----|---|
| Final exam:            | 20% | Assignments:         | 50% | % |
| Quizzes/tests/midterm: | 20% | Holistic assessment: | 10% | % |

**Details:**

- Assignments: short analytical papers (10%); research paper (30%); presentation (10%)
- Reading quizzes every class session (20%)
- Holistic assessment (10%)
- Final exam (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.)*

The format of this course will include lectures, in-class discussions, group work, in-class topical dialogue sessions; comparing past interpretations with contemporary views; viewing films, student presentations, and 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 | Smith, C.D.              | Palestine and the Arab-Israeli Conflict, 10 <sup>th</sup> edition        | 2021 |
| 2. Textbook | Chesin, Hutman, Melamed. | Separate and Unequal: The Inside Story of Israeli Rule in East Jerusalem | 1999 |
| 3. Textbook | Carter, J.               | Peace not Apartheid                                                      | 2006 |
| 4.          |                          |                                                                          |      |
| 5.          |                          |                                                                          |      |

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

None

**Course Content and Topics**

- Introduction: the land, the people, religion, and politics (to the 1880s)
- European roles in the establishment of Jewish and Arab nationalism
- Zionism and Arab nationalism, and the First World War
- The British mandate and Jewish immigration to Palestine
- The Nazis, the Arabs, the Jews... and the Holocaust
- The British, the United Nations, and the partition of Palestine
- The War of 1948: Zionist miracle / Palestinian disaster
- The role of the Holocaust in the creation of Israel and in Jewish thought
- War (1956-1967), the status of Jerusalem, and Fatah and the Palestinian Liberation Organization
- The Yom Kippur War and Camp David Accords
- The First Intifada, the creation of Hamas, and the peace process (1990s)
- The Palestinian National Authority and the Second Intifada
- The current situation in Israel/Palestine, prospects for peace

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, David Milobar, HIST 364 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 364 Indian Social History**

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

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

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

2. Rationale for change: Six year review. Calendar description has been changed to reflect active learning of students.

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?

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course is built on the understanding that Indigenizing the Academy is global in nature. In the case of South Asian social history, the experiences and roles played by 'tribals' and low caste peoples constitutes a major component

of the course. The study of issues relating to class and gender is also explored from the pre-colonial, colonial, and post-colonial periods to better understand the social evolution of South Asia. Online primary sources available through institutions such as British and Indian cultural institutions and national archives are utilized to support student learning to better understand the impact of forces such as colonialism on social change in South Asia. The course prioritizes student engagement aimed at fostering an awareness of diversity and inclusion that is at the core of Indigenous pedagogy. Assignments are designed to encourage students to engage in collaborative learning that values respectful understanding of diverse perspectives based on the student's life experience. The emphasis placed on stories in many Indigenous studies will be respected in the pedagogical experience through narrative sources fostering a humanizing understanding of a time and social- cultural structure different from our own. Traditional academic sources are complemented by oral and written sources that [serve provide a](#) voice to those often neglected by conventional studies.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through design, topic selection, curriculum delivery, or other methods? A critical element of course design is to create an inclusive environment where students feel free [to](#) contribute to a diverse learning community where they can shine in their own distinct ways. The various assignments and activities are designed to support students across a range of learning styles. This goal is highlighted explicitly at the outset and is reinforced throughout the term by encouraging students to take an active role in shaping their learning goals. Low stakes writing assignments, such as summary/critiques, afford students opportunities to learn, experiment and receive feedback in a collaborative, constructive and positive environment inspiring learning and allowing each student to build on their respective strengths. Course materials include a diverse range of formats touching on themes relating to a diverse array of perspectives. Furthermore, oral and visual materials afford students the opportunity to experience the views and voices of those often ignored by traditional accounts of Indian society.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$75.00



ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 364                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Indian Social History<br><b>Course Short Title:</b> Indian Social History                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine the forces shaping the emergence of modern Indian society from the 17th century to the 1980s. Topics include issues such as imperialism, nationalism, urbanization, and industrialization with reference to their impact on ethnicity, caste, class, and gender in Indian society.                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 301A</b><br>Cross-listed with:<br>Equivalent course(s): <b>HIST 301A/HIST 301B</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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 key themes in Indian social history.
2. Explain themes and issues in Indian social history.
3. Articulate historical debates on the subject of Indian social history.
4. Explain the importance of context, evidence, perspective, and research in the study of history, with special reference to Indian social history.
5. Work with multiple sources, both primary and secondary.
6. Communicate historical content to a range of audiences using historical conventions.

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

|             |     |              |     |   |
|-------------|-----|--------------|-----|---|
| Final exam: | 20% | Assignments: | 80% | % |
|             | %   |              | %   | % |

**Details:**

Assignments: participation (15%); weekly reading assignments (5 synopses, approx. 400 words each; 15%); document analysis (20%); term paper (30%)

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

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

Instructional methods will include lectures, seminal discussions and in class small 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        | Radha Kumar           | The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800- 1990 | 1993 |
| 2. Textbook        | Raja Rao              | Kanthapura                                                                                                     | 1967 |
| 3. Textbook        | Mulk Raj Anand        | Untouchable                                                                                                    | 2014 |
| 4. Online resource |                       | Articles and documents available through UFV Library.                                                          |      |
| 5.                 |                       |                                                                                                                |      |

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

None

**Course Content and Topics**

- Introduction
- Social organization in early modern India: caste
- British Imperialism and Indian society
- Family and society
- Industrialization of rural/village India
- Urbanization and society
- Education and reform
- Industrialization and class
- Nationalism and Indian society
- Feminism and gender
- Independence and Indian society
- Indian diaspora
- Popular culture and the masses

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Larissa Horne, HIST 391 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 391 Late Imperial and Revolutionary Russia, 1860-1945**

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

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

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

2. Rationale for change:

The changes are driven by a six-year review allowing to stress an active student-centred approach to learning in the calendar description, enhance learning outcomes to emphasize the students gaining employability skills for the rapidly advancing knowledge economy, and reflect the evolution of the delivery and assessment methods prioritising analytical thinking and collaboration and teamwork. The introduction of a Course Reader composed of online academic articles and document databases accessible through the UFV Library in place of the previously assigned monograph provides a more diversified content from various schools of thought.

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

Whereas the previous vision for the course included the key skills the students acquire in identifying the components of national history, articulating debates on the subject under examination, and learning to write for historical audiences, the updated vision adds a more nuanced approach to historical examination of the Russian and Soviet past through the prism of continuity and change in the country's domestic and foreign policies. The division between the Russian imperial and the Soviet periods in the country's history will be made more explicit while introducing various schools of thought regarding this historical divide within the Western and Russian modern scholarship. The

more intentional analysis of correlation between foreign and domestic policies, social unrest and economic reforms, and wars and revolutions will allow the students to Examine Critically and Holistically. The students will learn to establish a collaborative, inclusive, and respectful learning environment. This will allow for the more in-depth articulation of historical debates, including on some of the more contradictory subjects under the examination and provide an opportunity to Lead Collaboratively and Communicate Effectively. The high-impact nature of an in-class seminar co-facilitation aims to propel the students' critical thinking and lead to the Engagement in Reflection for Action. The writing for diverse historical audiences will signify the course' commitment to inspire the students to Advocate for Equity, Diversity, and Inclusion in their professional and personal life.

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

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

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

The course is designed to uphold the Core Values of Indigenous approaches to learning and life. It is committed to "achieving balance" in building learning community and designing group activities to "overcome value differences that cause confusion, resistance or discomfort among participants" while cultivating patience and respect. An example of an assignment design that reflects on the UFV Integrated Strategic Plan is a student-designed and student-led seminar co-facilitation segment. It is steeped in challenge-based and team-based learning methodology in which the students become thoughtful partners in teaching and learning. This assignment captures the spirit of UFV's mission of engaging learners, transforming lives, and building community. The course curriculum delivery presupposes cultivating analytical thinking, developing deep listening skills, and inspiring to look at history through a critical lens to generate positive societal change.

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

In terms of the course structure, a holistic self-assessment of student participation equips each learner with an equitable opportunity to self-reflect on their own unique skills and level of engagement, congruent with the Student-Ready University framework implemented at UFV. The seminar co-facilitation exercise will factor in the diversity of the students' cultural backgrounds vis-a-vis their readiness for public speaking and will accommodate a variety of learning styles and the subsequent delivery of presentation materials. Scholastically speaking, the curriculum contains reading materials and discussion topics that focus on the histories of ethnic minorities within the Russian Empire and the Soviet Union, thus highlighting the place of diverse populations in formulating the central state's national policies and practices during the various phases of colonization and reforms.

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):  
Textbook: \$100.00; free online Reader.

**CWC comment and response:**

- Learning outcome #6: what does “work with” sources mean? Can this be rephrased to be more specific?

*After carefully considering other wording options and consulting with colleagues, I prefer to retain the original "work with" primary and secondary sources. This wording encompasses the relationship between a researcher/learner and a source and is well established throughout the History field internationally. Whereas the suggested term "utilize" in my opinion entails a one-sided and pragmatic approach. As well, the historical sources can be written, as well as part of an oral tradition, in which case a 'work with' is more fitting.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2010  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 391                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Late Imperial and Revolutionary Russia, 1860-1945                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Russia 1860-1945                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the interrelation between war, reforms, and revolution in the Russian Empire and the Soviet Union from the middle of the 19th century to the end of World War II, focusing on the topics of centralization of the state, messianic character of its foreign policy, and evolution of its national idea before and after the historic 1917 revolution.                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>HIST 397D</b><br>Cross-listed with:<br>Equivalent course(s): <b>HIST 397D</b><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                  | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 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:

- Identify key components in Russian and Soviet history between 1860 and 1945.
- Analyze the correlation between foreign and domestic policies, social unrest and economic reforms, and wars and revolutions.
- Articulate historical debates on the subject.
- Engage in class discussions in a collaborative, inclusive and respectful manner.
- Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of history.
- Work with multiple sources, both primary and secondary.
- Create historical content for diverse audiences.

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

|                      |     |              |     |          |     |
|----------------------|-----|--------------|-----|----------|-----|
| Final exam:          | 25% | Assignments: | 30% | Project: | 35% |
| Holistic assessment: | 10% |              | %   |          | %   |

**Details:**

- Assignments: critical book review (10%); primary document analysis reflections (2 x 5%); reflection on an in-class debate (5%); team-based seminar co-facilitation (5%)
- Project: research essay proposal (5%); research essay (30%)
- Holistic assessment (10%): students will produce a skills-based self-assessment according to given criteria, including analytical thinking, teamwork, active listening, and engagement

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

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

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

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

| Type        | Author or description | Title and publication/access details                              | Year      |
|-------------|-----------------------|-------------------------------------------------------------------|-----------|
| 1. Textbook | Suny, R. G.           | The Soviet Experiment: Russia, the USSR, and the Successor States | 2010      |
| 2. Other    |                       | Select primary documents and articles: an online resource         | 2015-2024 |
| 3.          |                       |                                                                   |           |

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

None

**Course Content and Topics**

- Introduction: essential features of Russian history; historiography and sources
- Reforms, reaction, and revolutionary movements in the first half of 19th century
- Achievements and limitations of the Great Reforms
- Counter reforms and the emergence of the police state
- Industrialization and semi-constitutionalism during Nicholas II's reign; 1905 Revolution; Russia in WWI
- The February 1917 revolution and the end of the Romanov rule
- The October 1917 insurrection: Bolshevik takeover
- Consolidation of the Soviet state, 1918-1923
- The making of the Soviet system: Lenin's legacy, Stalin's path to power, "socialism in one country"
- NEP society: economic maneuvering and socio-cultural experimentation in 1921-1928
- Stalinist revolution: collectivization, industrialization, cultural revolution, and mass repressions
- USSR in the Second World War, 1941-1945: Totalitarian state and a total war; emergence of a communist superpower
- Review: continuity and change in Russian society under the Tsars and Commissars

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Eiji Okawa, HIST 400 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 400 The Philosophy and Methodologies of History: Learning and Doing History**

*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: update for a 6-year revision cycle to reflect the shifting place of “history” in our society and align course aims and contents with updated Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): whereas in the previous version the course examined various prominent methodological camps within history as a self-evident academic discipline, the revision effects a perspectival shift and places traditional academic history within modern knowledge and the broader human practices of summoning the past and generating meanings in relation to present concerns. To contributes to students’ ability to meet ILO2 (examine critically and holistically), the course puts into focus various strands of signifiers and constitutive elements that are woven into narratives about the past such as identity and its perpetual reconstruction, historical consciousness, relation to place, sense of time, and experience. This encourages students to destabilize the characteristically modern presupposition that pits “reality” against “myths” and subvert the epistemological hierarchy reinforced by linear thinking. Students also critically examines some of the foundational skills for producing incisive historical knowledge such as transforming data into “evidence,” devising narratives by making connections and gleaning causal links, and assessing “agency” against “structure.” Students learn from critical studies that deal with issues in Canadian and global contexts

and are encouraged to take up a local theme in their assignment to “contribute locally and globally” (ILO 6). Moreover, the encompassing approach refracts from imposing an impermeable divide between “Western” and “Indigenous” forms of knowledge and allows learners to draw more from Indigenous insights and apply them actively to enrich their own historical thinking (ILO5). Instead of presenting weekly content in a linear and sequential manner like “this week, we look at the Marxist tradition, next we turn to gender, then we look at Indigenous history,” Indigenous contents and perspectives are put into the course throughout the term. This enables students to constantly reflect on Indigenous knowledge and broaden and deepen their engagement with critical approaches advanced in studies of various regions.

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

Recognizing that historical and on-going injustices perpetuated against Indigenous communities are underlaid with, among other things, modern presumptions about the flow of time, the position of the human over nature and resources, and hegemonic and exclusionary conceptions of reality and evidence, the course highlights the contingency of these cognitive underlays and promotes the decolonization of ideas and mindset. It explores movements and concepts in Indigenous activism such as “memory as (continuous) occupation” raised to undermine the systemic flaw of Canada’s Land Claim mechanism (J. Gagnon, C. Desbiens, and É. Kanapé). It considers what one critic calls the “willful blindness” salient in the colonial mindset but also at play in the production of social knowledge more generally (J. Valdez) and promotes a nuanced contemplation on the transformative interplays among identities, narratives, and heritage landscapes. By learning about the “realness of place” in Coast Salish cultures and the vital importance of language to Indigenous sovereignty and ways of being (Michael Marker), students reflect on the deep harms of Residential Schools and broaden their historical sensibilities.

Students draw on Indigenous wisdom to extend and sharpen their critical thinking. The embodied belonging to place in Indigenous knowledge cross fertilizes with experiential or phenomenological approach to history seen in recent works on Europe and Asia. The Yanesha conception of time in South America helps to expand our sense of time and recognize the multiplicity of temporal models co-existing in our world with complex ramifications (F. Santos-Granero). The agency of non-or-supra-human beings that is crucial to Indigenous ontologies offers a provocative perspective on the role of AI in the production of knowledge today (R. Bonaldo, A. Carolina, and B. Pereira). By engaging with recent studies that offer innovative analyses of Indigenous customs in different parts of the world, the course dovetails with the UNDRIP statement that “Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment” and makes explicit that taking Indigenous contents seriously is vital to transform and enrich our historical thinking and strive toward a meaningful reconciliation.

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 works on different regions of the world including Canada, the United States, parts of South America as well as Eastern and Western Europe, Africa and Asia. Many of the works focus on groups who have struggled to find a place for their memories and identities in a space of representation where exclusionary registers prefigure narrative formations jointly with institutional power. The course shows that diversity in the historical world ought to be retrieved, but on another level, it tackles the dynamic of exclusion and inclusion in the framing of historical accounts. As one postcolonial critic puts it, rhetorically, subalterns “do not speak” but more precisely it means that when they speak their voices are “not heard” because hegemonic “circuits” operative in knowledge production mute and redact their expressions (G. C. Spivak). These “circuits” are indispensable for coherent communication of knowledge yet remain hidden and naturalized. In this course, students think together to explore how we can imagine alternative circuits and treat them as equally credible and legitimate as the ones we happen to be socialized in, so that we can continuously reflect on our “own positionality and biases as well as those expressed by others in oral, written, or digital form” (History department program LO 3) and strive towards more equitable and inclusive forms of knowledge production.

Assignments are designed to enable students to tap their interests and talents and develop their own understandings of the meaning of studying history. At the start of the term, students outline in a reflective essay their own ideas about history as a field inquiry and knowledge, and they have the choice of building on and revisiting it later in their projects. Another assignment asks them to take up a non-academic representation of history and analyze the narrative it conveys in terms of the intent of the producer, the effects on the audiences, and the broader background that makes it meaningful. Students can choose from pop culture content like rock music and film or a commemorative installation in their local community and creatively analyze a specific manifestation of history in their surrounding world. A literature review assignment asks students to articulate their thoughts in the conventional essay form, but students have the option of expressing their ideas in alternative formats like art and video in a final project.

As a fourth-year course, a key component of in-class activity will be seminar led by students. With the support of the instructor, each student develops their own plan for an interactive learning session. They choose which theme and text to work on and bring their own perspectives and strength, and they build and apply their communicative and leadership skills in a safe, inclusive, and supportive environment. The intellectual journey unfolds in an environment where each student has ample opportunities to enrich the conversation with their own perspectives and contributions.

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): no cost, as all materials will be available free of charge



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 400                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> The Philosophy and Methodologies of History: Learning and Doing History                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Learning & Doing History                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the philosophical basis and methods that inform the production of historical knowledge in academic and non-academic contexts. Students will consider how the discipline constructs, reconstructs, or deconstructs the past and will develop the skills to explain the past in innovative and inclusive ways.                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 300</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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. Critically reflect on the idea of history and the meanings of studying history.
2. Articulate the importance of place-based history and ways of being and their implications for history education.
3. Debate the politics of heritage and commemoration in regional and global contexts.
4. Demonstrate an understanding of the intricate relationship between identity, historical narratives, and forms of power.
5. Build a nuanced and informed basis to decolonize historical thinking.
6. Articulate a critical analysis of a historical theme.
7. Express complex ideas through conversation, essay writing, storytelling or other media such as video and art.
8. Articulate the importance of context, evidence, perspective, and research in the study of history.

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

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

**Details:**

- Holistic assessment (10%): contribution to in-class activity assessed on weekly basis
- Assignments: opening reflective essay (5%); seminar leadership (10%); analysis of a historical representation or commemoration (20%); literature review (25%); 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.)*

Teaching methods will include lectures, formal and informal seminar discussions on assigned readings and/or other materials, and audio-visual materials, including film.

**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    | A.Clark and C. L. Peck eds.         | Contemplating Historical Consciousness (Berghahn Books)                                           | 2019 |
| 2. Article | M. Grever and Robbert-Jan Adiaansen | "Historical Consciousness: the Enigma of Different Paradigms," Journal of Curriculum Studies 51/6 | 2019 |
| 3. Book    | A.Fausto and M. Heckenberger, eds.  | Time and Memory in Indigenous Amazonia (University of Florida Press)                              | 2007 |
| 4. Book    | J. Butler and E. Weed, eds.         | Questions of Gender: Joan W. Scott's Critical Feminism (Indiana University Press)                 | 2011 |
| 5. Book    | B. J. Denison, ed.                  | History, Time, Meaning, and Memory: Ideas for the Sociology of Religion (Brill)                   | 2011 |

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

None

**Course Content and Topics**

- Historical consciousness
- Heritage and history
- Place, experience, and historical knowledge
- Narrative and controversies
- Curation, speaking, silencing
- Time and temporality
- Evidence and understanding
- Explaining and narrating
- Sociological perspectives
- Gender and agency
- Human, nature, world
- Future and AI

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Seb Huebel HIST 418 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 418 The Great War, 1914-1918**

*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:

- 6 year review
- Updating some course resources
- Minor revisions of 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 \(ILOs\)](#): no major changes
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? None
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course takes a global approach with an emphasis on European history. Important aspects of European imperialism leading up to the war as well as the role colonial troops and civilians in Africa,

the Middle East and Europe played will feature prominently, incl. practices of colonialism, racial segregation and subjugation against Indigenous peoples under European rule in the late 19<sup>th</sup> and early 20<sup>th</sup> century. Further, Indigenous perspectives are incorporated to balance Eurocentric views.

Much of the learning is predicated on traditional First Nations Learning Principles such as engagement and conversation. Students are encouraged to inquire about the past and respond to analytical questions to help them reach the Learning Objectives actively and on their own. Through class discussion and debates in Learning Circles, students will acquaint themselves with multiple perspectives and viewpoints and learn how to share and respect one another's viewpoints. Further emphasis will be placed on stories, historical primary sources, in writing and through oral (recorded) formats for students to better appreciate the personal-human aspects of history and empathize with the importance of learning lessons from the past.

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

Pedagogically, the course strives to foster an inclusive and safe work environment that is based on mutual respect, inclusivity and reciprocity among students and instructor. As students showcase a diverse range of needs and skills, students will be able to make use of different means of learning to contribute to the course and achieve Learning Outcomes. This includes oral participation in class, student-led presentations and discussions, written assignments including personal reflection pieces.

In terms of content, students will be exposed to a diverse range of historical topics, perspectives and geographies including a range of countries, languages and cultures that will foster a learning environment that is based on equity, diversity and inclusion. Students will develop a sensitivity for these subjects through the closer study of European politics, racism, colonialisms and failed peace initiatives and diplomacy leading up to World War I.

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

**CWC comment and response:**

- UEC is typically concerned when participation is greater than 10%, and will require some additional explanation/details for the 15% participation that is included here. Pre-Check also noted an inconsistency between this course and HIST 426, as participation is included under holistic assessment for HIST 418 and assignments for HIST 426.

*Added explanation: "(e.g. in-depth discussion of assigned readings)".*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 418                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> The Great War, 1914-1918                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> The Great War 1914-1918                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine the origins and course of the Great War and its place in modern memory. Students will consider the military, diplomatic, economic, and socio-cultural aspects of the war, on the fronts and at home, with particular emphasis on the historiographical debates.                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: Choose an item.<br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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 key themes in the history of the Great War, 1914-1918, including its origins and conduct, on the battle fronts and at home.
2. Debate themes and issues related to the history in question.
3. Present arguments and ideas in formal and informal settings.
4. Lead discussions based on assigned readings.
5. Analyze historiographical debates on the subject.
6. Explain the importance of context, evidence, perspective, and research in the study of history.
7. Use primary and secondary sources.
8. Produce work appropriate to diverse audiences.

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

|                      |     |             |     |              |     |
|----------------------|-----|-------------|-----|--------------|-----|
| Holistic assessment: | 45% | Final exam: | 25% | Assignments: | 30% |
|                      | %   |             | %   |              | %   |

**Details:**

- Holistic assessment: presentation and discussion facilitation (15%); reading reflections (15%); participation (15%) (e.g. in-depth discussion of assigned readings)
- Assignments: term paper proposal (10%); term paper (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.)*

Teaching methods will include some introductory lectures and the use of audio-visual materials. Most of the class time will be dedicated to student-based seminar discussions and presentations focused on the historiography of the subject.

**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 | Strachan, Hew           | The Oxford History of the Great War, New ed.                                                                                  | 2016 |
| 2. Textbook | Brose, Eric <u>Dorn</u> | A History of the Great War.                                                                                                   | 2010 |
| 3. Other    | Memoirs                 | Barbusse, Henri. Under Fire: The Story of a Squad. New York: Penguin, 2003 (1916)                                             |      |
|             |                         | Graves, Robert. Goodbye to All That. New York: Penguin, 1960 (1929)                                                           |      |
|             |                         | Junger, Ernst. Storm of Steel. New York: Howard Fertig, 1995 (1919)                                                           |      |
|             |                         | Barthas, Louis. Poilu: The World War I Notebooks of Corporal Louis Barthas, 1914-1918. New Haven: Yale University Press, 2014 |      |
| 4.          |                         |                                                                                                                               |      |
| 5.          |                         |                                                                                                                               |      |

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

None

**Course Content and Topics**

- Introduction: the Great War – an overview of the timeline and the historiography of WWI
- The origins of WWI to stalemate: the July Crisis and the initial offensives
- Strategy and tactics: trench warfare and the Eastern Front
- Solutions to stalemate I: Great Battles: Verdun and the Somme, breakthrough or attrition?
- Strategy and tactics II: solutions to the stalemate?
- Total war, hunger games, and home front economics
- Gender in the First World War
- The world at war: a global perspective
- The question of race and minorities; from antisemitism to the Armenian genocide
- Politics and revolutions, 1916-1918
- Peace! What peace? The end of world war
- Memory and legacies

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Scott Sheffield, HIST 426 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 426 Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century**

*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:

Rationale for the changes is primarily to bring the official documentation up to speed with how the course has evolved since its last review. More specifically:

A)-Calendar Description: During the last round of reviews, the institution required calendar descriptions to be reduced to a small maximum character size which did not enable much elaboration of the course design/content/coverage which students could expect. This has been redrafted to more accurately inform students what the course covers.

B)-Learning Outcomes: have been revised to bring them into line with the current program and broader institutional learning outcomes.

C)-Delivery methods and/or texts and resource materials: has been revised to bring up to date with current format and materials used in the course, foregrounding the Indigenous source materials and resources. It also accounts for the inclusion over the last 3 iterations of the course of a 6-hour field trip with Bad Rock Tours, run by elder, Sonny McHalsie.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes have been made more precise with reference to course content. The general thrust of the course LOs, however, continue to respect both the revised

History Program LO's (revised 2022) and institutional LOs by addressing the knowledge and skills associated with the discipline of history while putting those skills into a broader context of understanding how social and cultural forces influence the way Indigenous communities fight and experience conflict.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not connected to any other program.
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
Responds to indigenization by:  
History 426 incorporates Indigenous content from start to end. It draws on Indigenous authors wherever possible and incorporate Indigenous voices in readings, lectures and films. A key addition is a field trip into the Fraser Canyon with elder Sonny McHalsie for a customized tour visiting Stó:lo defensive fortifications and listening to oral history of warfare and warriors. Upon completion of the field trip, students are asked to reflect on the differences between Indigenous and western academic ways of learning about this subject. For the major assignment, students may choose not to write a research essay, but instead to use fiction / storytelling as a vehicle for historical enquiry.
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 and supportive learning environment, where all students are respected for who they are, feel safe, and have opportunities to succeed in their own ways.
  - In class small-group activities and discussion groups will be utilized to enable each student to take an active role in shaping their learning. Discussion questions are open-ended and produced by the students themselves, allowing students to respond and steer their discussion as they deem appropriate.
  - Course readings are available in PDF via Blackboard, rendering them usable by accessibility software. In addition, students have a choice for the major assignment between writing a research essay or producing a historical fiction/story to suit different learning styles.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): The only cost for this course is \$50 charged in the tuition students pay to help defray the costs of the field trip.

**CWC comment and response:**

- UEC is typically concerned when participation is greater than 10%, and will require some additional explanation/details for the 15% “seminar participation” that is included here. Pre-Check also noted an inconsistency between this course and HIST 418, as participation is included under holistic assessment for HIST 418 and assignments for HIST 426.

*Roughly 2/3rds of the in-class time is taken up in seminar discussion, and as such is rated as an important component of the students’ work in the class (and worth more than a token 10% of the grade). If I had my choice I would put it at 25%.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2006  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------|---|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 426                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Cdn Indigenous Peoples & War                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Traces the relationship between warfare and Indigenous peoples, exploring not only weapons, tactics, and patterns of conflict, but also the socio-cultural context of warfare and warriors. Students will examine pre-contact military cultural systems in different Indigenous societies, how those systems interacted with European cultural military systems after contact, and ultimately how Indigenous warriors transitioned into soldiers serving in imperial and Canadian military forces in the 20th century.<br><br>Note: Field trips outside of class time will be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">54</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: right;">6</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table>                                                                                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 54 | Experiential (cultural/elder learning or participation) | 6 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 54        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                                         |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 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 the historiographical development and position of Indigenous military history and its impact on our understanding of the subject.
2. Distinguish Indigenous pedagogical approaches to this subject from western academic ones.
3. Debate themes and issues related to Indigenous conflict in an inclusive and open-minded manner.
4. Evaluate how social, political, economic/subsistence, and other contexts interact with Indigenous warfare and military participation.
5. Employ primary and secondary sources in analyzing Indigenous military history.
6. Write using historical disciplinary conventions and consciousness.

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

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

**Details:**

Assignments: field trip reflection (5%); primary research essay or historical fiction (30%); seminar participation (15%); seminar questions (15%); outline and bibliography assignment (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.)*

Teaching methods will include lectures, seminar discussions based on weekly assigned readings, field trip with elder Sonny McHalsie and the use of audio-visual materials.

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

| Type       | Author or description            | Title and publication/access details                                                                                                                                                                     | Year |
|------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Article | Tom Holm                         | "American Indian Warfare: The Cycles of Conflict and the Militarization of Native North America," in <i>Companion to American Indian History</i> . Philip Joseph Deloria, ed. (Blackwell, 2002): 154-172 |      |
| 2. Article | <a href="#">Blair Stonechild</a> | "The Indian View of the 1885 Uprising," in <i>1885 and After: Native Society in Transition</i> (Canadian Plains Research Centre, 1986).                                                                  |      |
| 3. Article | James Dempsey                    | "Indian Soldiers," of <i>Warriors of the King: Plains Indians in World War I</i> (Canadian Plains Research Centre, 1999): 43-69                                                                          |      |
| 4. Video   | Loretta Todd                     | Forgotten Warriors                                                                                                                                                                                       |      |
| 5. Video   | Alanis Obomsawin                 | Kanehsatake: 270 Years of Resistance                                                                                                                                                                     |      |

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

None

**Course Content and Topics**

- Introduction: defining "war" and studying violence in prehistoric societies
- Pre-contact regional survey: British Columbia
- Pre-contact regional surveys: plains; northeast woodland; subarctic and tundra
- Field trip: Bad Rock Tours – Stó:lo warfare and warriors
- Europe, thickening contact, and the Indigenous-French alliance to 1700
- Patterns in New World conflict to 1763
- Wars of the middle ground to 1815
- Plains Indigenous conflict to 1880
- Conflict in the subarctic fur trade and British Columbia
- Métis, First Nations and the North-West Rebellion, 1885
- Warriors of Empire, 1885-1919
- Indigenous peoples' second world war
- Late 20th century Indigenous-military relations and the Oka Crisis
- Indigenous veterans and the politics of remembrance

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and HIST 430 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of History 430: Canada and Migration**

*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:

History 430 is subject to six-year revision. The materials that might be considered in the course have been updated to include newer scholarly work and to reflect new issues and topics that should be considered in a course on the history of migration in Canada. For example, in addition to migration stories that are part of Canada's longer history, such as the Acadian exile and Loyalist migration during the era of the American Revolutionary War, newer readings engage with refugee policy, the rise of international students, and other topics. Students can learn about current immigration policies with a comparative context, having studied earlier eras.

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 not changed; these continue to reflect the seminar format in which all of History's 4<sup>th</sup> year courses are run. These seminars require a heavy commitment from students to engage with historical sources, primary and secondary, and share their analyses in a group setting. The reliance of seminar courses upon careful advance preparation by students is reflected in the grade distribution, which assesses a participation grade as 15 % of the total grade.

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

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

Not applicable. In the past, I have conferred with anthropologist Dr Nicola Mooney, a specialist in South Asian diaspora, about some of the topics considered.

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 \(UNDRIP\)](#).

Some of the topics considered offer the opportunity to engage with elements of Canada's history that concern Indigenous nations in particular. For example, among the Loyalist migrants into British North America (from what is now the United States) were Mohawks of the Six Nations, led by British ally Joseph Brant, for whom Brantford, Ontario, is named. The acquisition of a land grant for the Six Nations Mohawk people necessitated an arrangement with the Mississauga nations and the British concluded a treaty with the Mississauga to accommodate the Six Nations. In addition, there will be opportunities to consider Indigenous-newcomer interactions, for example trade ties between early Chinese immigrants to British Columbia and Indigenous host communities.

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

The nature of the course material is by necessity diverse. It considers a wide range of peoples who have made Canada their home. Engagement with the history and ongoing concerns of diaspora communities affords the opportunity to gain more nuanced understanding of the complexity of these societies, countering the tendency to simplify and stereotype. At the same time, the course engages very directly with the issue of inclusion, especially when values collide. For example, one unit in the course considers the tension between the project of Quebecois nationalism and the values of religious and ethnic minorities in Quebec. The course devotes a unit to the consideration of ethnic and national minorities during wartime. This topic might embrace such themes as measures to penalize and restrict Japanese Canadians during WW II and migration of war resisters from the US during the Vietnam War era.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. Not applicable.

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

None. All the source materials are freely available via UFV's library or open access. E-books are licensed for unlimited simultaneous users.

**CWC comment and response:**

- As with HIST 418 and 426, additional explanation/details for the 15% participation is required, and there should be consistency regarding whether this is listed under assignments or holistic assessment. (UEC will likely want to discuss holistic assessment and the role of participation in general.)

*Since this course is based upon a seminar format, student preparation, advance reading of materials, and informed participation is essential to its success.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 430                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canada and Migration<br><b>Course Short Title:</b> Canada & Migration                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will engage with the history of migrant groups in Canada and consider major trends in immigration policy and changing immigrant profiles. They will consider major themes and theoretical approaches to migration studies and will also read and present Canadian literature devoted to migration topics as a supplement to historical readings.                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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 key aspects of Canadian migration history.
2. Debate themes and issues related to migration history.
3. Present arguments and ideas in formal and informal settings.
4. Lead discussions based on assigned readings.
5. Analyze historiographical debates on the subject.
6. Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of history.
7. use multiple sources, both primary and secondary.
8. Write for historical audiences.

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

|             |     |              |     |   |
|-------------|-----|--------------|-----|---|
| Final exam: | 20% | Assignments: | 80% | % |
|             | %   |              | %   | % |

**Details:**

Assignments: collective reading synopsis with abstract (10%); seminar worksheets (15%); participation (15%); essay proposal (10%); essay (20%); peer essay critique (10%).

Since this course is based upon a seminar format, student preparation, advance reading of materials, and informed participation is essential to its success.

**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 lecture, seminar discussion of readings, and use of relevant audio visual materials.

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

| Type       | Author or description                                                    | Title and publication/access details       | Year |
|------------|--------------------------------------------------------------------------|--------------------------------------------|------|
| 1. Book    | <a href="#">Groulx, J. ed.</a>                                           | Bullets on the Water: Refugee Stories      | 2000 |
| 2. Book    | Riddick, T. V.                                                           | The Evergreen Country: A Memoir of Vietnam | 2007 |
| 3. Article | A range of articles available via UFV's library (see supplementary list) |                                            |      |
| 4.         |                                                                          |                                            |      |

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

None

**Course Content and Topics**

- Overview and historiography
- New France and the Acadian exiles
- Loyalists and "late loyalists:" migration, ideology, and identity
- Nineteenth century migration from the British Isles: myths and reality
- Early Asian immigration
- Imperial brotherhood? Early South Asian immigration
- Immigrant women, immigrant children
- War and migration
- Post World War II: changing immigration policy and the remaking of the national fabric
- "The ethnic vote:" modern Quebec and immigration
- Putting flesh on the bones: family migration stories
- Immigration today: refugee stories, international students, and beyond

### **HIST 430 Supplemental Texts and Resource materials**

Online articles available via UFV's library.

Examples:

Donald Harman Akenson, "The Historiography of English-Speaking Canada and the Concept of Diaspora: A Sceptical Appreciation," *Canadian Historical Review* 76, 3 (September 1995): 377-409.

Peter N. Moogk, "Reluctant Exiles: Emigrants from France in Canada before 1760," *William and Mary Quarterly*, 3rd series, 46, 3 (July 1989): 463-506.

John Mack Faragher, "'A Great and Noble Scheme': Thoughts on the Expulsion of the Acadians," *Acadiensis* 36: 1 (Autumn 2006): 82-92.

Elizabeth Mancke, "Early Modern Imperial Governance and the Origins of Canadian Political Culture" *Canadian Journal of Political Science* 32 (March 1999): 3-20.

Terry McDonald, "'A Door of Escape': Letters Home from Wiltshire and Somerset Emigrants to Upper Canada, 1830-1832" *Canadian Migration Patterns from Britain and North America* (Ottawa: University of Ottawa Press, 2004) 101-120. E-book.

J.M. Bumsted, *The Scots in Canada* (Ottawa: Canadian Historical Association, Booklet number 1, 1982).  
Online (open access)

Donald Akenson, "Chapter 1. Ontario: Whatever Happened to the Irish?" in *The Irish in Ontario: A Study in Rural History* (Montreal and Kingston: McGill-Queen's University Press, 1999): 3- 47. E-book.

McGowan, Mark, [Creating Canadian Historical Memory: The Case of the Famine Migration of 1847](#).  
Ottawa: Canadian Historical Association booklet, number 30, 2006. Online open access.

Timothy Stanley, "'Chinamen, wherever we go': Chinese Nationalism and Guangdong Merchants, 1871-1911," *Canadian Historical Review* 77, 4 (December 1996): 475-503.

Hugh Johnston, "The Komagata Maru and the Ghadr Party: Past and Present Aspects of a Historic Challenge to Canada's Exclusion of Immigrants from India," *BC Studies* 178 (June 2013) 9-31.

Harald Fischer-Tiné, "Indian Nationalism and the 'World Forces': transnational and diasporic dimensions of the Indian freedom movement on the eve of the First World War," *Journal of Global History* 2 (2007): 325-344.

C. Carstairs, "Deporting 'Ah Sin' to save the white race: Moral panic, racialization, and the extension of Canadian drug laws in the 1920s.," *Canadian Bulletin of Medical History*, 16:1 (1999); 65-88.

John Eekelaar, "'The Chief Glory': The Export of Children from the United Kingdom," *Journal of Law and Society* 21 (December 1994): 487-504.

R. Scott Sheffield and Kelsey Siemens, "'Enemy Aliens' and 'Conchies': Perceptions of the 'Un-British' in the Fraser Valley, 1939-45," *BC Studies* 209 (Spring 2021): 81-102.

Peter Moogk, "The Netherlands and Canada: a wartime love affair," *Canadian Journal of Netherlandic Studies* 27 (2006) 1-14. Open access.

Franca Iacovetta, "From *Contadina* to Woman Worker," *Such Hardworking People: Italian Immigrants in Post-War Toronto* (Montreal and Kingston: McGill-Queen's University Press, 2014): chapter 4, 77-102. E-book.

David S. Churchill, "Draft Resisters, Left Nationalism, and the Politics of Anti-Imperialism," *Canadian Historical Review* 93: 2 (June 2012): 227-60.

Henry Yu, "Global Migrants and the New Pacific Canada," *International Journal* 64:4 (Autumn 2009): 1011-1026.

Marlene Epp, *Refugees in Canada: A Brief History* (Ottawa: Canadian Historical Association Booklet 35, 2017). Open access.

Micheal D. Behiels, *Quebec and the Question of Immigration: from Ethnocentrism to Ethnic Pluralism, 1900-1985* (Ottawa: Canadian Historical Association, Booklet 18, 1991).

Valerie Stoker, "Drawing the Line: Hasidic Jews, Eruvim, and the Public Space of Outremont, Quebec," *History of Religions* 43, 1 (August 2003): 18-49.

Donald F. Harris, "'It's an Odd Country': One British Family's Response to Social Attitudes in British Columbia, c. 1890-1914," *Canadian Migration Patterns from Britain and North America* (Ottawa: University of Ottawa Press, 2004) 161-170. E-book.

Joan Bryans, "How to Survive in the West, Young Woman," *Canadian Migration Patterns from Britain and North America* (Ottawa: University of Ottawa Press, 2004) 145-160. E-book.

Nicholas Hune-Brown, "The Shadowy Business of International Education," *The Walrus* (September-October 2021) <https://thewalrus.ca/the-shadowy-business-of-international-education/>

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair, Adrianna Bakos, HIST 491 course reviewer

Date: October 28, 2024

**Subject: Proposal for revision of HIST 491 Honours Directed Research**

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

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

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

2. Rationale for change: Six year review. Calendar description has been rewritten to forefront student learning. Learning outcomes have been updated to reflect the History Department's revised PLOs and align with UFV's new ILOs.

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 \(ILOs\)](#):

Additional LOs have been added, and these align with the history department's revised PLOs. Course LO 4 ("Recognize the audience to whom their research is directed and produce the form of product appropriate to that audience") aligns with our department's PLO 6 "Communicate clearly to diverse audiences using a variety of means" and UFV's ILOs in the area of "Connect," especially to ILO 3. Recognizing the importance for critical self-awareness, course LO 5 ("Reflect on their own bias and positionality when approaching a historical subject") has been added, emphasizing the need to incorporate reflexive practice. This aligns with our departmental PLO 2 and with UFV's ILO 8.

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 \(UNDRIP\)](#).

Although the course content is largely established by the student's own interests and will thus address different areas of history in each offering, students are encouraged to learn about and incorporate Indigenous ways of knowing into the exploration of their area of interest. Knowledge creation is accomplished with the Five Rs (as advocated by Shelley Stagg Peterson) in mind: Respect, Relevance, Responsibility, Reciprocity and Relationship. Because the topics can be quite specific, it is often the case that student and supervisor are learning collaboratively, and the exchange of ideas is reciprocal in nature. Especially in the case of public history projects, the products of directed research are intended to be accessible, relevant and useful to the public. When students pursue aspects of Indigenous history, they will consult with, include and share the products of their work with the community. One of the history program's PLOs is to "Define an historical problem and deploy appropriate and culturally sensitive research methods to address it," and this holds true not only for Indigenous research topics but also those dealing other historically marginalized communities.

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

As a directed studies course, design, topic selection and course delivery are often the product of collaboration between student and supervisor, taking into account how the student is best able to accomplish the identified goals. Several of our PLOs explicitly address an awareness of, and attention to, diversity both in terms of topic choice and audience for the end product (PLOs 2, 5, 7 and 8), and though these PLOs will be applied differently in each iteration of the course, they help guide the decision-making around topics and methods.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): None



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2018  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 491                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Honours Directed Research                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Honours Directed Research                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students will complete an original research project in consultation with a member of the History faculty. Students will apply historical methods and scholarly writing to an identified historical problem, or alternatively pursue a line of research that will result in a product of public history.                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Admission to the History Honours program and instructor permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; cannot be repeated for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>20</b> |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td></td> </tr> <tr> <td>Supervised directed learning (directed studies only)</td> <td style="text-align: center;">60</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Supervised directed learning (directed studies only) | 60 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Students must take the course to meet the honours program requirements. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                          |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                      |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 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 themes and debates scholars have identified as essential to an understanding of a particular subject in the field of history.
2. Identify the major events and participants in the history of the subject.
3. Critique both primary and secondary sources available for the study of the subject.
4. Recognize the audience to whom their research is directed and produce the form of product appropriate to that audience.
5. Reflect on their own bias and positionality when approaching a historical subject.

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

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

**Details:**

- Assignments:
  - Final assignment (80%)
  - OR final assignment (60%) and two historiographic essays (20%)
- Holistic assessment (20%)

Most of the grade will be based on the final essay or project. Smaller essays may be required (e.g., historiography). Given the individualized nature of the course, participation may be awarded a significant weight as seminar sessions will shape the research produced by the end of the course. The holistic assessment will be individualized, depending on the nature of the project. As an example, assessment may be partly based on the student's ability to explain and defend ideas verbally or upon making the work available to an outside audience.

**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 may include informal lectures to provide the historical and historiographical context to the subject and its sub-themes and to consider historical methodology. Most of the course hours will be devoted to seminar discussions. Students will be expected to familiarize themselves with a variety of readings in order to synthesize the diversity of historical interpretation around a given subject and prepare them for seminar 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.   | As an individually defined research course, no general texts can be identified |                                      |      |
| 2.   |                                                                                |                                      |      |
| 3.   |                                                                                |                                      |      |
| 4.   |                                                                                |                                      |      |
| 5.   |                                                                                |                                      |      |

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

None

**Course Content and Topics**

Faculty will not shape the course content but will work with the students to arrive at a course of readings and research expectations around a particular subject or project result.

**Memo for New Course**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Sebastian Huebel, HIST 312 course designer

Date: October 22, 2024

**Subject: Proposal for new course History 312 – A History of Genocide**

*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):

HIST 312 covers the history of genocide throughout time and space. As such, it will fill an important gap and a field of student interest.

The History department offers a course on the Holocaust, HIST 320 and we wish to respond to student demand by offering a course on genocide more broadly. This course will take an interdisciplinary approach and aims to attract students interested in History but also Sociology, Political Science, Criminology, Psychology, Peace and Conflict Studies, Global Development Studies, and more. Students interested in teaching want genocide-related content, as it is becoming part of high school curricula. One of our permanent faculty members is available to teach it, and we also anticipate that a new hire currently being made will be qualified to teach the course. The course will be offered every other year or more frequently if there is demand and a faculty member available to teach it.

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

The learning outcomes of the course follow the revised departmental PLOs from May 2022 in that they foster disciplinary methods which promote “more inclusive, non-western, and Indigenous ways of knowing” in the exploration of genocide and mass violence. As a course that cross-examines cases of mass violence through time and space, students will have a chance to think critically about genocide by engaging with historic and scholarly documents (PLO6). Students will better understand the importance of historic contexts, causation and ensuing ramifications of genocides (PLO4). Throughout the term, students will test and apply their acquired knowledge and comprehension in written and oral formats (ILO 1). Students will further gain holistic perspectives and bring individual case studies into larger comparative frameworks (ILO 2). Great emphasis will be placed on personal reflection and processing of traumatic content with the intent to help students develop empathy and appreciate the importance of equity, diversity in inclusion as the opposite, acts of exclusion and othering have historically been the first step toward the formation of radical ideologies and the establishment of murderous regimes (ILO 7)

Students will acquire competencies and understanding of historic injustice on a global scale (PLO3) and will be better prepared to effectively communicate problems and issues in the world today and in turn, contribute to a better and fairer world (ILO 6 & 8). In a Canadian context, this includes steps toward Truth and Reconciliation.

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?

Peace and Conflict Studies (PACS)

Peace and Reconciliation Centre (PARC)

Teaching and Learning (TLC)

Departments of Political Science, Criminology, Anthropology, Sociology and Psychology

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 \(UNDRIP\)](#).

There are three ways in which Indigenization and Truth and Reconciliation will shape the student's learning experience. Indigenous pedagogies will be incorporated. We will take holistic approaches and delve into deeply reflective exercises that will be based on processing feelings and emotions surrounding cases of mass violence. Learning circles will provide students with the opportunity to speak freely, in a safe and respectful learning environment. Students will examine and discuss historic injustices by settler-colonialists against the Indigenous peoples in the Americas, Asia, and Africa and connect historic events to theories and concepts around genocide. This will include a detailed case study of Canadian Residential schools. Finally, students will engage with ideas about genocide memory, prevention, and social justice. Here, too, indigenous perspectives are paramount.

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

Students will reflect on the historic processes of exclusion and othering. The creation of out-groups serves as a pre-condition for later war, violence and even genocide. Equity, diversity and inclusion

within the framework of social justice are fundamentally important to this course. Students will get a better grasp of what catastrophic consequences flow from policies and ideologies of exclusion and how essential it is to respect human rights regardless of one's nationality, ethnicity, ability, religion, class, age or sexuality.

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

There are no special considerations

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

\$100 for textbooks



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 312                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> A History of Genocide<br><b>Course Short Title:</b> A History of Genocide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students in this course will learn terms and concepts and examine genocide throughout time and space. While establishing conceptual foundations and examining pertinent theories, students will engage with international case studies. As this course makes clear, the human propensity to commit evil crimes is alarmingly universal and cannot simply be reduced to radical ideas. Students will take part in important conversations and consider questions of criminal law, social justice, and genocide prevention.<br><br>Note: Students with credit for HIST 399P cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>HIST 399P</b><br><br>Cross-listed with:<br><br>Equivalent course(s): <b>HIST 399P</b><br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">55</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">5</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table>                                                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 55 | Tutorials/workshops | 5 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 55        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> October 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> March 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. Critically examine the varied definitions of genocide.
2. Investigate the historically, culturally, and socially situated factors that contribute to genocide.
3. Analyze different cases of genocide in a comparative context.
4. Present a research-based analysis of a historical or contemporary genocide.
5. Articulate the importance of genocide awareness/knowledge/prevention in the present.

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

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

**Details:**

- Assignments:
  - Reading reflections 15%
  - Research paper proposal 5%
  - Term paper) 25%
  - End-of-term personal reflection 5%
- Final exam: Take home exam (revisiting and reflecting on covered case studies), 25%

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

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

Lectures, seminar, student presentations, occasional guest lecturers

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

| Type    | Author or description | Title and publication/access details                                       | Year |
|---------|-----------------------|----------------------------------------------------------------------------|------|
| 1. Book | Jens Meierhenrich     | <i>Genocide: A Reader</i> (OUP)                                            | 2014 |
| 2. Book | James Waller          | <i>Becoming Evil: How Ordinary People Commit Genocide and Mass Killing</i> | 2007 |
| 3. Book | Jean Hatzfeld         | <i>Life Laid Bare: The Survivors in Rwanda Speak</i>                       | 2007 |
| 4.      |                       |                                                                            |      |
| 5.      |                       |                                                                            |      |

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

- Introduction: What is genocide and why should I care?
- Introduction to some theories: Adorno, Milgram, Stanford, and more
- Pre-modern and early modern violence: Spanish conquest of the New World
- When racism meets economic greed: The Congo Free State
- War and genocide: The Armenian case
- Mass murder under communism: The Soviet Union
- Guest speaker: Residential Schools in North America
- The archetype genocide? The Holocaust
- Killing your neighbor: Genocide in South-East Asia: The Cambodian genocide
- Africa, decolonization and the genocide in Rwanda
- The questions of guilt and justice
- Lessons learned? Orange shirts, social justice and genocide prevention

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, Acting Department Head, Information Studies

Date: January 15, 2025

**Subject: Proposal for revision of LIBT 250: Records Management**

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

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

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

2. Rationale for change:

The course outline was overdue for revision.

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

The learning outcomes have been revised to align with current records management practices.

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

Not applicable.

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

None; not applicable.

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

Ethical considerations covered in this course speak to Canadian legislation and regulations around Indigenous records management practices. Indigenous ways of knowing and learning are

incorporated into the course through case studies, storytelling, and a variety of assessment methods.

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

Active learning methods are incorporated into the course, providing learning through social engagement. The study of ethical considerations in records management integrates equity, diversity, and inclusion. Topics included in the course include international legislation and regulations around data protection, access to information, and privacy.

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

Not applicable.

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

Not applicable.

**CWC comment and response:**

- What is the 15% holistic assessment? UEC may ask for details as we work to define this category.

*A holistic assessment in a records management course evaluates students' ability to integrate theoretical knowledge, practical skills, and critical thinking in real-world scenarios. Rather than assessing isolated tasks, it considers multiple dimensions, including accuracy, problem-solving, collaboration, ethical considerations, and communication.*

*Example: "Records retention and access plan for a chosen industry"*

*Description: Students will develop a "records retention and access plan" for a fictional or real-world organization or industry (e.g., healthcare, education, energy, HR, legal). The goal is to assess students' ability to organize, classify, store, and ensure accessibility of records while adhering to legal and ethical requirements.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> LIBT 250                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Records Management                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Records Management                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Information Studies                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces students to the principles, processes, and standard procedures for the systematic control of physical and electronic records in organizations, from creation to disposition. Covers alphabetic, subject, numeric, and geographic storage methods.                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> January 15, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 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 fundamental theories, concepts, and practices of records management programs.
2. Apply legislation, standards, and policies governing records management practices.
3. Describe the records life cycle from creation to disposition.
4. Use a records classification scheme, and retention and destruction schedules.
5. Explain the basic components, procedures, technologies, and planning stages of a digitization program.
6. Explain the basic components of vital records management, including disaster planning.
7. Reflect on ethical considerations governing records management practices, including access to information, privacy, and risk management issues.
8. Identify the different needs of and services for records management clients.

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

|                |     |                      |     |   |
|----------------|-----|----------------------|-----|---|
| Project:       | 30% | Lab work:            | 25% | % |
| Quizzes/tests: | 30% | Holistic assessment: | 15% | % |

**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, online instruction, online learning activities, and industry webinars.

**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 | Saffady, William                                   | Big Bucket Retention Objectives, Issues, Outcomes (Journal of Information Management)                                             | 2018 |
| 2. Article | Matlala, Mpubane Emanuel; Maphoto, Asania Reneilwe | Application of the Records Life-Cycle and Records Continuum Models in Organizations in the 21 Century (ESARBICA Journal. P. 79)   | 2020 |
| 3. Article | Bergström, Erik; Lundgren, Martin                  | Revisiting information security risk management challenges: a practice perspective (Journal of Information and Computer Security) | 2019 |
| 4.         |                                                    |                                                                                                                                   |      |
| 5.         |                                                    |                                                                                                                                   |      |

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

Laptop or computer, secondary storage media

**Course Content and Topics**

- Introduction to records management and information governance
- Records management regulations, legislation, standards, and policies
- Records life cycle
- Records classification and retention schedules
- Electronic records management
- Access to information, privacy, and risk management

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, Acting Department Head, Information Studies

Date: January 15, 2025

**Subject: Proposal for revision of LIBT 270: Archival Techniques**

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

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

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

2. Rationale for change:

The course outline was overdue for revision.

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

The learning outcomes have been revised to align with current archival techniques and trends.

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

Not applicable.

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

None; not applicable.

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

The course includes resources and best practices that connect students to respectfully further the care, access, and preservation of heritage materials within Indigenous communities.

Ethical considerations covered in this course introduce students to Indigenization process and practices in Canadian archival institutions. Indigenous ways of knowing and learning are incorporated into the course through case studies, storytelling, and a variety of assessment methods.

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

Active learning methods are incorporated into the course, providing learning through social engagement. The study of ethical considerations in archival techniques integrates equity, diversity, and inclusion. Assignments and readings will be expanded beyond the Western or European lens. Topics include global archival techniques, conservation and preservation.

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

Not applicable.

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

Not applicable.

**CWC comment and response:**

- What is the 20% holistic assessment? UEC may ask for details as we work to define this category.

*The vision of designing a holistic assessment for LIBT 270 (Archival Techniques) is a systematic process of incorporating theoretical and practical principles to a real-world scenario. This is a multi-faceted approach to achieving the learning outcomes, which involves all elements of archival practices (acquisition, description, preservation) combined with a deeper knowledge of diverse communities and society (ethics, legislation and institutional policies) that are fundamental in creating awareness on the function of the archives. As stated by the Bureau of Canadian Archivists (2008), archival processes follow:*

*Rules governing description [that] can be viewed as a set of instructions, as specific as possible, that embody standards in a particular context with the object of producing consistency in the descriptive process. The practical context in which the rules are applied depends on an understanding of the relationship between principles and standards.*

*A holistic assessment, therefore, provides an opportunity for developing a well-balanced skills set essential for library technicians who can adapt to the emerging trends and challenges of the archival field, integrating theoretical knowledge with practical application in a dynamic, real-world context.*

*Example:*

*Collection, description and preservation plan of a selected archival collection*

*Description:*

*The project could be approached in phases. 1) Students can select a small collection, for example, a family archive or subject-specific historical collection (here they could consider archives visited during the LIBT 162 course taken to assist with ideas). 2) Analyse and interpret the value of the selected collection within the broader community and demonstrate a deeper understanding of archival theory and ethical implications to consider in the preservation of materials (a research component of the project). 3) Provide a description of the materials, how they will be arranged, following the standards-based multi-level archival description process. 4) Design a preservation plan, taking into consideration the format of the materials (born-digital or digitized), technological and ethical implications in digital preservation processes. 5) Critically reflect on each phase of the preservation plan developed for the selected archival collection. 6) This project could be presented as a written document followed by a short presentation.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> LIBT 270                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Archival Techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Archival Techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Information Studies                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><br>Introduces students to the basics of archival principles, theories, history, and practice. Students will be introduced to the care and handling of archival materials including acquisition and appraisal, conservation and preservation, and reference services. Through practical assignments students will engage with the challenges of archival work, including archival arrangement and description, and gain familiarity with the components of a digitization program. There will be opportunities to engage with current issues in the field including long term digital preservation, moral and ethical issues, and best practices for the care of heritage materials within Indigenous communities. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> January 15, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

LIBT 270

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Reflect on the relationship between archives and other information organizations.
2. Articulate the fundamental theories and concepts of archival practice.
3. Identify resources and best practices to respectfully further the care, access, and preservation of heritage materials within Indigenous communities.
4. Articulate the basic processes for the acquisition and appraisal, conservation and preservation, and storage and retrieval of both physical and digital archival materials.
5. Describe the processes for the arrangement and description of archival materials, both physical and digital, and apply this knowledge to create a standards-based multi-level archival description.
6. Identify the different needs of and services for archival patrons as governed by legislation and influenced by institutional policies and ethical considerations.
7. Apply basic techniques used in raising the public's awareness of the functions of archives.
8. Apply the basic components, procedures, and technologies of a digitization program.

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

|                |     |                      |     |   |
|----------------|-----|----------------------|-----|---|
| Assignments:   | 40% | Holistic assessment: | 20% | % |
| Quizzes/tests: | 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.)*

Lectures, online instruction, online learning activities, and industry webinars.

**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 | Tsabedze, Vusi          | Managing Records in the Age of Artificial Intelligence: How Prepared Are Archives and Records Management Professionals in Eswatini? (Internet Reference Services Quarterly)       | 2024 |
| 2. Article | Frings-Hessami, Viviane | Continuum, continuity, continuum actions: reflection on the meaning of a continuum perspective and on its compatibility with a life cycle framework (Journal of Archival Science) | 2022 |
| 3. Article | Kiwa, Fungai Jacqueline | Development of an integrated archives electronic document and records management system                                                                                           | 2022 |
| 4.         |                         |                                                                                                                                                                                   |      |
| 5.         |                         |                                                                                                                                                                                   |      |

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

Laptop or computer, secondary storage media

**Course Content and Topics**

- Similarities and differences between information organizations
- History of archival practices
- Acquisition of archival materials
- Archival information services
- Digital archives and preservation
- Physical and digital archival techniques
- Selection, appraisal, and description process of archival materials

**Memo for Course Changes**

To: UEC

From: Sylvie Murray, Dean College of Arts

Date: March 5, 2025

**Subject: Proposal for Discontinuation of MUSC 199**

*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 Discontinuation:

MUSC 199 was last offered in 2014 and all other MUSC courses have already been discontinued.  
 MUSC 199 is being discontinued as part of curriculum housekeeping.

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

NA

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

NA

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

ENGL, PSYC, and SoCA.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

NA

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

NA

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

NA

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

NA



**MEMO**

**To:** UEC  
**From:** Chris Campbell, Associate Director, PDQA  
**Cc:** Sylvie Murray, Dean, College of Arts  
Chantelle Marlor, Program Working Group, Director, School of Culture, Media and Society  
Rita Atake, Program Working Group, Associate Professor, School of Communication  
Ghizlane Laghzaoui, Program Working Group, Associate Professor, Modern Languages  
Hardeep Kaur, Assistant to the Dean, College of Arts  
Jessica Pulko, Assistant, PDQA  
**Date:** March 19, 2025  
**Re:** Program Proposal, Associate Certificate, Intercultural Essentials

---

The following associate certificate program proposal is being submitted for review and recommendation to UEC by PDQA on behalf of the College of Arts.

**Background**

The College of Arts has been developing the Intercultural Essentials associate certificate since January 2020. The concept paper was approved at Senate on June 5, 2020, and at the Board of Governors on June 18, 2020.

Having received three extensions, the Program Working Group reconvened to submit the full program proposal to the College of Arts Council on October 18, 2024.

The following documents are available to UEC members in Teams and at **S:\Groups\UEC\2025-03-28 Intercultural Essentials:**

1. Program Proposal
2. Proposal Appendices
3. Budget Memo
4. Approvals Tracking Sheet

Thank you,

Chris Campbell

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Curriculum Committee Chair

Date: November 27, 2024

**Subject:** Proposal for revision of **GD403 Dynamic Media III: Titling and Video**

*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 hour
- ☒ 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 being revised as part of the six-year review process. Updates are being made to the title, calendar description, learning outcomes and topics to stay relevant to graphic designers using motion design for visual storytelling. Changing the title to **GD403 Dynamic Media III: Integrated Media** allows broader integration of current and emerging technology and implies a coalescence of different media to deliver relevant content. Newer reference material have been added to the Text and Resources area, and the course content reflects the needs of the learning outcomes more succinctly. Updated learning outcomes consider the current technological landscape and ensure compatibility and collaborative opportunities with experiential design and interactive media updates we are planning in the program.*

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 \(ILOs\)](#):

|   | <b>GD 403 Course Learning Outcomes</b>                                                                      | <b>GDD Program Learning Outcomes</b>                                                                                                                                                                                                                                                                         | <b>UFV Institutional Learning Outcomes (2024)</b>                                   |
|---|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1 | Examine pluralistic approaches to storytelling, including Indigenous, non-Western or marginalized groups.   | Develop responsive design solutions that address the impact on cultures, societies, environments, and economies.<br><br>Foster reflective thinking to lead change, resolve conflict, and motivate others                                                                                                     | Examine Critically and Holistically<br><br>Engage with Indigenous Knowledge Systems |
| 2 | Develop narratives considering diverse audiences and contexts using a human-centred approach                | Incorporate research and findings into designing experiences.<br><br>Assess different technologies for specific design problem contexts using a human-centered approach.<br><br>Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences. | Advocate for Equity, Diversity, and Inclusion                                       |
| 3 | Apply dynamic media in experiential design and interactive technology.                                      | Apply business practices, ethics, and self-promotional strategies for professional development.                                                                                                                                                                                                              | Apply Knowledge and Competencies Proficiently                                       |
| 4 | Integrate visual effects in dynamic media, such as using particle systems and rotoscoping, to tell stories. | Instil the value of design in a range of professional settings                                                                                                                                                                                                                                               | Apply Knowledge and Competencies Proficiently                                       |
| 5 | Manage technologies that disseminate content through various platforms.                                     | Create branded experiences and design systems that span all media.                                                                                                                                                                                                                                           | Contribute Locally and Globally                                                     |
| 6 | Strategize narrative, rhetoric, art direction, techniques, and media to create a dynamic experience.        | Collaborate in interdisciplinary strategic processes for problem solving.                                                                                                                                                                                                                                    | Apply Knowledge and Competencies Proficiently                                       |

4. Is this course required by any program beyond the discipline? NO.
5. If so, how will this change affect that program or programs? 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 builds on skills in animation for motion graphics and uses Indigenous practitioners and reference material to help students understand storytelling with time-based digital media. Learning*

*outcome #1 asks students to examine Indigenous storytelling as a means of broadening their perspective on the subject; we have included Indigenous animation and design references in the text and resource area and have updated the topics to reflect how these resources might be used in the course.*

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

*The course explores diversity and appropriate means of communication for various audiences by using Indigenous content and creators as primary learning references. This is reflected in learning outcomes #1 and #2. Project work centers on topics derived from the student's experiences, and the Content and Topics for the course include considering the audience and creating motion design from human-centred approaches.*

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:

*Graphic and Digital Design has a differential tuition fee.*

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook Pro but can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 and \$3000, and it is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration. GDD has laptops for use in class and a dedicated workroom with MACs available for students to do homework if they cannot purchase a MacBook Pro.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 403                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Dynamic Media III: Integrated Media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Integrated Media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore diverse and inclusive storytelling by crafting narratives for various audiences. Students use advanced dynamic media techniques to apply human-centred approaches while integrating visual effects, immersive experiences, and interactive technologies.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | GD 303.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Supervised laboratory hours (design lab) | 20 | Tutorials/workshops | 10 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |

**GD 403**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Examine pluralistic approaches to storytelling including Indigenous, non-Western, or marginalized groups.
2. Develop narratives considering various audiences and contexts using a human-centred approach.
3. Apply dynamic media in experiential design and interactive technology.
4. Integrate visual effects in dynamic media, such as using particle systems and rotoscoping, to tell stories.
5. Manage technologies that disseminate content using various platforms.
6. Strategize narrative, rhetoric, art direction, techniques, and media to create a dynamic experience.

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

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

**Details:**

Project 1: 50%

Project 2: 50%

**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, demonstrations, tutorials, visual research, user research, digital presentations, problem-solving, experiential learning, and critiques.

**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            | Austin Shaw                         | Design for Motion Fundamentals and Techniques of Motion Design | 2022 |
| 2. Book            | Austin Shaw                         | Motion Design Toolkit Principles, Practice, and Techniques     | 2022 |
| 3. Online resource | National Film Board of Canada       | Indigenous-Made Animation Films                                | 2024 |
| 4. Other           | Jennifer Taback & Meggan Van Harten | DePlume (Indigenous Women-led Creative Agency)                 | 2024 |
| 5. Online resource | Interaction Design Foundation       | Human-Centered Design (HCD)                                    | 2024 |

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

Computer lab for this course provides access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA Graphic and Digital Design major have a MacBook pro, but can access a Mac computer while on campus.

**Course Content and Topics**

- Considering visual brand narratives for various audiences and digital contexts with a human-centred approach.
- Examining Indigenous storytelling to expand perspectives on learning through narratives.
- Strategizing narrative, rhetoric and art direction for purposeful outcomes.
- Extending a visual identity into motion; how successful brands manage their brand story through motion across platforms.
- Consider the context of media and message.
- Exploring integration of techniques, and media to create a dynamic experience.
- Advanced shape animation using vector tools and motion software.
- Creating advanced kinetic-typography animation for visual communication.
- Using multiple cameras to create dynamism and camera transitions to influence storytelling.
- Rotoscoping and advanced video compositing.
- Exploring video frame rate and how video and graphics assets should be formatted to create a stop-motion effect.
- Production considerations of video for various outputs including web, experiential, and social media applications.

**Memo for Course Changes**

To: Tet **suomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee**

From: Jennifer Deon

Date: October 15, 2024

**Subject: Proposal for revision of** Design Systems II: Transmedia 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:

*The rewritten course description now clarifies the importance of transmedia design and aligns more relevantly with current design best process, practices and responsibilities. We have revised the learning outcomes to meet changes in the field, equipping students with the relevant skills and critical thinking.*

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

| Course Learning Outcomes                                                        | Program Learning Outcomes                                                           | Institutional Learning Outcomes (2024)               |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------|
| Develop a problem definition and context for a transmedia design project.       | Analyze visual communication problems using critical thinking skills                | <b>Apply Knowledge and Competencies Proficiently</b> |
| Evaluate and select media channels to reflect target audience and project goals | Develop strategies for planning, producing, and disseminating visual communications | <b>Apply Knowledge and Competencies Proficiently</b> |

|                                                                                                                                |                                                                                                                                          |                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Create a clear and actionable creative brief, using iterative research and experimentation.                                    | Utilize processes, tools and technology for graphic design practice                                                                      | <b>Communicate Effectively</b>                       |
| Implement ethnographic research methodology to develop strategic messaging.                                                    | Incorporate research and findings into designing experiences                                                                             | <b>Contribute Locally and Globally</b>               |
| Analyze the environmental, cultural, and societal impact of transmedia design, including Indigenous perspectives.              | Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences              | <b>Engage with Indigenous Knowledge Systems</b>      |
| Use a dynamic progression of research, inquiry, experimentation, prototyping, and refinement in the creative process.          | Incorporate research and findings into designing experiences                                                                             | <b>Lead Collaboratively</b>                          |
| Synthesize inclusive design solutions that integrates brand essence, tone, visual identity, and user experience.               | Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects | <b>Advocate for Equity, Diversity, and Inclusion</b> |
| Assess the sustainability, environmental, and physical impacts of different types of media, including Indigenous perspectives. | Develop responsive design solutions that address the impact on cultures, societies, environments, and economies                          | <b>Engage in Reflection for Action</b>               |

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

*We have added a focus on Indigenous perspectives as a requirement for learning outcome 8 (Assess the sustainability, environmental, and physical impacts of different types of media, by referencing Indigenous perspectives.) planning to invite Indigenous community as guest speakers and having a more-than-human narrative and investigation through mapping and visualizing ecologies exercise.*

*Inclusive design aligns with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) principles by respecting diversity, involving meaningful participation, promoting non-discrimination, and ensuring accessibility and equal participation in society for all individuals, including those from Indigenous communities.*

*BC Campus' Indigenization guide, Ethical research and Indigenous communities was added into Text and Resources Material and Indigenous author's readings are also assigned in class to encourage diverse perspectives and ways of knowing.*

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

*The projects for this course aim to reassure student's identity, lived experiences and perspectives while acting as facilitators and researchers, crafting and experimenting with different design solutions across various platforms and media. It prioritizes participatory design and critical questioning as inclusive and reflective methods that introduce interdepend and systemic thinking.*

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.

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

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook Pro but can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 and \$3000, and it is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration. GDD has laptops for use in class and a dedicated workroom with MACs available for students to do homework if they cannot purchase a MacBook Pro.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 460                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Design Systems II: Transmedia Practice<br><b>Course Short Title:</b> Transmedia Practice                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Department (or program if no department):</b> Graphic + Digital Design |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students integrate critical thinking, voice, and ideas to develop branded experiences across multiple platforms. They focus on generating design outcomes through responsible design practice and sustainability principles, with projects emphasizing visual systems design, audiences, the process of inquiry, and social purpose.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.                                              |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GD 317 and GD 374.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | None.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | None.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                         |                                                                           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">40</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |                                                                           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 40                | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 40                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                               |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | November 27, 2024 |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | January 17, 2025  |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | March 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. Develop a problem definition and context for a transmedia design project.
2. Evaluate media channels to reflect target audience and project goals.
3. Create a clear and actionable creative brief using iterative research and experimentation.
5. Analyze the environmental, cultural, and societal impact of transmedia design.
6. Use a dynamic progression of research, inquiry, experimentation, prototyping, and refinement in the creative process.
7. Synthesize inclusive design solutions that integrates brand essence, tone, visual identity, and user experience.
8. Assess the sustainability, environmental, and physical impacts of different types of media by referencing Indigenous perspectives.

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

|             |     |   |   |
|-------------|-----|---|---|
| Project:    | 90% | % | % |
| Assignment: | 10% | % | % |

### Details:

Project 1: 30%  
Project 2: 30%  
Project 3: 30%  
Assignment: 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.)*

Projects, experiential learning, guest lecturers, field trips, and case studies.

**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      | TCPS2                                                      | <a href="https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html">https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html</a> | 2022 |
| 2. | Other                | Visocky O'Grady, K. Visocky O'Grady, J.                    | A designer's research manual                                                                                                                  | 2017 |
| 3. | Indigenous knowledge | BC Campus: Biin, D., D. Canada, J. Chenoweth, and Need, L. | Ethical research and indigenous communities                                                                                                   | 2021 |
| 4. | Textbook             | Dirk Vis (Author), Florian Cramer (Introduction)           | Research for people who think they would rather create                                                                                        | 2024 |
| 5. | Other                | Muratovski, Gjoko                                          | Research for designers, A guide to methods and practice                                                                                       | 2022 |

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

Adobe CC subscription for the course duration at no additional cost as part of the differential tuition fee.

## Course Content and Topics

- Introduction to how designers work with research in creative industries.
- Research plan for a visual communication project. Research question and problem definition.
- Research ethics for participatory and ethnographic research. TCPS2 CORE, BC Campus and Indigenous communities
- Transmedia projects (micro to macro). Creating an agile narrative design system to evolve, adapt and drive collaboration.
- Investigate ethnographic research methodology to develop strategic messaging.
- Designing with a transmedia mindset (motion, interaction, sound and texture)
- Creating a highly flexible and dynamic framework – toolbox of typography, design elements, image treatments, and media.
- Consider existing precedents. Conducting secondary research.
- Culture, values and biases.
- Introduction to participatory, field, and socratic research methods.
- Analyzing data and reviewing findings.
- Developing insights to drive concepts and direction.
- Transmedia storytelling across platforms. Implementing best practices for different types of media.
- Designing and presenting a transmedia project.

**Memo for New Course**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Jennifer Deon

Date: November 12, 2024

**Subject: Proposal for a new course (GD 497 Practicum in Graphic and Digital Design)**

*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 the 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 new practicum course facilitates professional design practice practicums needed in our degree major program. Currently, students taking a GDD practicum must use GD498 Directed Study in Graphic Digital Design I or GD499 Directed Study in Graphic Digital Design II. These courses were designed in 2014 to accommodate BFA extended minor students seeking directed studies and practicums with the same course outline. With the launch of the BFA GDD, we have increased practicums and need a course dedicated to this experience to better align with the work experience program requirements and learning outcomes. The directed study learning outcomes are unsuitable for a professional practicum experience and must be separated into different experiences. To address this, beyond creating this dedicated practicum course, we are revising GD498 Directed Study in Graphic Design I to be a dedicated directed study course and discontinuing GD499 Directed Study in Graphic Design II.*

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 \(ILOs\)](#)

|   | GD 497 Course<br>Learning Outcomes                                                                   | GDD Program<br>Learning Outcomes                                                                                                                                       | UFV Institutional Learning<br>Outcomes (2024) |
|---|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1 | Manage goals in the context of professional design practice.                                         | Develop strategies for planning, producing, and disseminating visual communications.                                                                                   | Examine Critically and Holistically           |
| 2 | Develop a plan, strategy, and schedule for experiential learning with the practicum host supervisor. | Apply leadership, empathetic, interpersonal, and organizational skills<br><br>Develop strategies for planning, producing, and disseminating visual communications      | Apply Knowledge and Competencies Proficiently |
| 3 | Demonstrate responsible, inclusive, and professional workplace practices.                            | Apply business practices, ethics, and self-promotional strategies for professional development.                                                                        | Advocate for Equity, Diversity, and Inclusion |
| 4 | Apply visual communication knowledge and technical skills to industry standards.                     | Instill the value of design in a range of professional settings.<br><br>Demonstrate a working knowledge of the creative industry.                                      | Apply Knowledge and Competencies Proficiently |
| 5 | Reflect on the practicum experience through weekly and final written summaries.                      | Foster reflective thinking to lead change, resolve conflict, and motivate others.<br><br>Engage in lifelong learning and continual growth as reflective practitioners. | Examine Critically and Holistically           |
| 6 | Communicate effectively (verbally and in writing) with colleagues and team members.                  | Apply business practices, ethics, and self-promotional strategies for professional development.                                                                        | Apply Knowledge and Competencies Proficiently |

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? *None.*
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 is a work-integrated learning course. The foundational design courses needed for students to take a practicum aim to integrate ways of knowing beyond human-centred design principles to prepare for independent study and*

*work placements. This practicum course could involve students bringing decolonization into the industry.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *This course requires the student to consider their wants and needs to develop a work plan with a placement supervisor that meets the goals of their chosen workplace experience. Reflective writing is a requirement in this process, and students are encouraged to express their learning and perspectives by sharing their stories publicly on the Graphic and Digital Design blog.*
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.): *Students need access to specialized equipment typical of a professional design context. Estimate of the typical costs for this course, including textbooks and other materials:*  
*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook Pro but can access a Mac computer while on campus.*  
*The estimated cost for a MacBook Pro laptop is between \$2000 and \$3000, and it is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration. GDD has laptops for use in class and a dedicated workroom with MACs available for students to do homework if they cannot purchase a MacBook Pro.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------|----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 497                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Practicum in Graphic and Digital Design<br><b>Course Short Title:</b> Practicum in GDD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Students engage in a supervised experience in professional design practice. Students receive mentorship from industry practitioners, further develop design and time management skills acquired in prerequisite courses, and reflect on their learning by writing a publicly-displayed blog post. They will benefit from feedback about their work from an on-site practicum host and a faculty supervisor, and improve valuable soft skills needed in professional work.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.<br><br>Note: Students may take this course for credit up to three times. |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | 9 credits 300-level or higher including 6 credits of 300-level or higher GD, and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                          |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; 2 repeats for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>24</b> |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Practicum</td> <td>80</td> </tr> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>100</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                |            | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 80 | Lecture/seminar | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>100</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 80         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>100</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                                                        |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date of meeting:</b> November 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |

**GD 497**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Manage goals in the context of professional design practice.
2. Develop a plan, strategy, and schedule for experiential learning with the practicum host supervisor.
3. Demonstrate responsible, inclusive, and professional workplace practices.
4. Apply visual communication knowledge and technical skills to industry standards.
5. Reflect on the practicum experience through weekly and final written summaries.
6. Communicate effectively (verbally and in writing) with colleagues and team members.

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

|            |     |              |     |  |   |
|------------|-----|--------------|-----|--|---|
| Practicum: | 50% | Assignments: | 50% |  | % |
|            | %   |              | %   |  | % |

**Details:**

Practicum: host evaluation (25%), course plan and time tracking (25%)

Assignments: weekly reflections (25%), blog post (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.)*
**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 | Association of Registered Graphic Designers of Canada | <a href="https://www.rgd.ca">https://www.rgd.ca</a> | 2024    |
| 2. Online resource | Design Professionals of Canada                        | <a href="https://descan.ca/">https://descan.ca/</a> | 2024    |
| 3. Textbook        | Association of Registered Graphic Designers of Canada | The Business of Graphic Design                      | current |
| 4.                 |                                                       |                                                     |         |
| 5.                 |                                                       |                                                     |         |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA Graphic and Digital Design major have a MacBook pro, but can access a Mac computer while on campus.

**Course Content and Topics**

- Students will work with a supervisor (practicum host) to develop a work plan outlining deliverables and timelines for the semester.
- Students will report on progress, weekly or bi-weekly, to faculty and supervisor using an agreed upon platform.
- Final deliverables include a blog post on the GDD website, with relevant photo documentation.
- Reflections should include an overview of on-going learning and assessment of the experience through the semester.
- Student will meet with the practicum host to discuss evaluation midway, and at the end of the experience.

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: November 27, 2024

**Subject:** Proposal for revision of **GD498 Directed Study in Graphic and Digital 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:
2. Rationale for change: *This course is being revised as part of the review process. The original course was designed in 2014 to accommodate both directed studies and practicums in graphic design. It is being simplified to address the specific needs of independently developed directed design projects.*
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 \(ILOs\)](#):

|   | GD 498 Course Learning Outcomes                                                                                   | GDD Program Learning Outcomes                                                                                                                                          | UFV Institutional Learning Outcomes (2024)    |
|---|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1 | Identify opportunities for new projects.                                                                          | Develop strategies for planning, producing, and disseminating visual communications.                                                                                   | Examine Critically and Holistically           |
| 2 | Prepare creative briefs, strategies, and deliverables specific to a specialization in graphic and digital design. | Apply leadership, empathetic, interpersonal, and organizational skills<br><br>Develop strategies for planning, producing, and disseminating visual communications      | Apply Knowledge and Competencies Proficiently |
| 3 | Articulate project outcomes to a professional level.                                                              | Apply business practices, ethics, and self-promotional strategies for professional development.                                                                        | Apply Knowledge and Competencies Proficiently |
| 4 | Assess design outcomes for inclusivity, and equity.                                                               | Instill the value of design in a range of professional settings.<br><br>Demonstrate a working knowledge of the creative industry.                                      | Advocate for Equity, Diversity, and Inclusion |
| 5 | Employ self-reflection, contextual analysis, and constructive feedback for re-evaluation                          | Foster reflective thinking to lead change, resolve conflict, and motivate others.<br><br>Engage in lifelong learning and continual growth as reflective practitioners. | Examine Critically and Holistically           |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? 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 \(UNDRIP\)](#).  
*While project topics and readings will respond to student's individual project goals, learning outcome #4 asks students to examine pluralistic approaches to design processes that include Indigenous, non-Western or marginalized groups.*
6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*EDI and lived experiences will be acknowledged and analyzed as part of the visual communication process, as indicated in learning outcome #4 and the course content and topics.*

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:

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook Pro but can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 and \$3000, and it is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration. GDD has laptops for use in class and a dedicated workroom with MACs available for students to do homework if they cannot purchase a MacBook Pro.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------|----|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 498                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Course Full Title:</b> Directed Study in Graphic and Digital Design<br><b>Course Short Title:</b> Directed Study in GDD                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Students apply a culmination of skills and research methods, working independently on self-directed projects and written assignments developed in consultation with a faculty member.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.<br><br>Note: Students may take this course for credit up to three times. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | 9 credits 300-level or higher including 6 credits of 300-level or higher GD, and department permission.                                                                                                                                                                                                                                                                                                                                                                                                         |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; 2 repeats for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): 24 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>50</td> </tr> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                  |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 50 | Lecture/seminar | 10 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is an independent study course |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                     | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                               |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> November 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |

GD 498

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Identify opportunities for new projects.
2. Prepare creative briefs, strategies, and deliverables specific to a specialization in graphic and digital design.
3. Articulate project outcomes for a target audience.
4. Examine pluralistic perspectives to design processes that include Indigenous, non-Western, or marginalized groups.
5. Assess design outcomes for inclusivity and equity.
6. Employ self-reflection, contextual analysis, and constructive feedback for re-evaluation.

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

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

**Details:**

Project proposal: 20%

Midterm student presentation and critique: 10%

Final student presentation 10%

Case study design and posting to GDD blog: 40%

Reflective writing: 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.)*

Independent projects, critiques, readings, discussions.

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

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

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA Graphic and Digital Design major have a MacBook pro, but can access a Mac computer while on campus.

**Course Content and Topics**

Students will meet with a faculty supervisor through the semester and discuss topics such as:

- Options for advanced study of design objectives, processes, and outcomes.
- Standards of practice, proposal writing, presentation skills, and case study documentation.
- Understanding how to conceptualize and implement a purposeful design project independently.
- How pluralistic approaches to design processes should include Indigenous, non-Western or marginalized groups.
- Examining work from various viewpoints, emphasizing the importance of inclusive and equitable design practices.

**Memo for Program Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Jennifer Deon, Chair, Graphic and Digital Design Curriculum Committee

Date: December 10, 2024

**Subject: Program change:** BFA, Graphic and Digital Design 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): GD499 Directed Study in Graphic and Digital Design II will no longer be offered due to course changes to GD498 Directed Study in Graphic and Digital Design and the addition of GD497 Practicum in Graphic and Digital Design.
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 can now take GD498 multiple times.
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

# Graphic and Digital Design major

Upper-level requirements: 48-50 credits

Professional practice: 24 credits

| Course                | Title                                                          | Credits |
|-----------------------|----------------------------------------------------------------|---------|
| GD 357                | Digital Project Management for Creative Practitioners          | 3       |
| GD 358                | Interactive Design for Portfolio                               | 3       |
| GD 361                | Portfolio Development for Visual Communication                 | 3       |
| GD 450                | Design Systems I: Experiential Graphic Design                  | 3       |
| GD 460                | Design Systems II: Transmedia Solutions                        | 3       |
| GD 462                | Visual Communication Capstone Project                          | 6       |
| <b>One of:</b>        |                                                                | 3       |
| AIS 380               | Practicum/Internship I (formerly ARTS 380)                     |         |
| COOP 110              | Co-op Work Term I (see Note)                                   |         |
| <a href="#">GD497</a> | <a href="#">Practicum in Graphic and Digital Design</a>        |         |
| GD 498                | Directed Study in Graphic <a href="#">and</a> Digital Design † |         |
| <del>GD 499</del>     | <del>Directed Study in Graphic Digital Design II</del>         |         |

Note: COOP credits not used toward program requirements can be used toward elective requirements in the BFA degree.



**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Jennifer Deon, Department Head, Graphic and Digital Design

Date: November 27, 2024

**Subject: Proposal for revision of GD369 Professional Practices for Graphic 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:

2. Rationale for change:

*This course is no longer a requirement in either the GDD diploma or the BFA GDD major. The learning outcomes of this course have been absorbed by the LOs of other 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 \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
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

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Jennifer Deon, Department Head, Graphic and Digital Design

Date: November 27, 2024

**Subject: Proposal for revision of GD461 Advanced Portfolio for Graphic and Digital 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:

2. Rationale for change:

*This course is no longer being offered and has been replaced by GD462.*

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

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Jennifer Deon, Department Head, Graphic and Digital Design

Date: December 10, 2024

**Subject: Proposal for revision of GD499 Directed Study in Graphic 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:

2. Rationale for change:

*This course is no longer being offered and has been replaced by GD462.*

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

**Memo for Course Changes**

To: UEC

From: Dr. Afia Raja, Head, PGES

Date: 10 October 2024

**Subject:** Discontinuance of Geography courses

*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 courses
- ☐ Other – Please specify:

2. Rationale for change:

As part of a redesign of the Geography programs, the department has pared down Geography courses to those that can be supported and offered frequently enough to warrant continuance. This housecleaning is also needed in light of the development and implementation of three new degree programs (BES, BES-NS, and BRCP) in less than five years. As a result, new faculty in the Department of PGES lack room to develop courses in line with their specialties and consistent with revised program outcomes. Further, the reduction in GEOG courses is needed to sustain faculty teaching balance across programs.

The 14 courses listed in the attachment are slated for discontinuance from the Geography program. Most of these courses have not been offered for multiple years, others have been replaced by more relevant offerings, and still others lack a regular instructor in the department.

The rationale for discontinuing individual courses is included in the attachment. A brief synopsis of recent enrollment patterns for these courses is included in response to #8 (next page).

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?

None of the courses on the list are *requirements* beyond the discipline, one exception. Some courses are listed as options to meet program requirements in other areas (e.g., Peace and Conflict Studies), but have multiple alternatives still available to students. Only GEOG 233c is used as a requirement in another credential—the India-Canada Studies Certificate—but the course has not been offered for over a decade, and is rarely requested.

In all cases where a course appears outside the program, notification was provided to the other programs.

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

When a course slated for discontinuance is listed among options for a program requirement, those program areas were notified of the course discontinuance. Those program areas are listed alongside the courses in the attachment (next page). Lengthy discussion was held with the head of Geoscience to ensure identify options for substitutions to any courses to be discontinued that would be used by students currently enrolled in the suspended Physical Geography programs. The College of Arts Curriculum Committee will receive notification of these changes for information.

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.

Half of the courses (GEOG 233, 400, 440, 480, 481, 482, and 484) are either special topics or DS courses, and these run irregularly. PGES is retaining GEOG 483 as its dedicated DS course. PGES is retaining GEOG 300 as its special topics course.

Of the lower-level courses, GEOG 140 runs regularly and fills. However, the department only runs 3-4 sections a year of what is a foundational course in the Geography program. This is down sharply from a decade ago, when 7-8 sections would run each year. PGES anticipates that within a year of launching, GEOG 160 will attract similar enrolments to GEOG 140 today, and that GEOG 160 should attract higher enrolments than this within 2-3 years.

At the upper-level, only a couple (GEOG 346, GEOG 433) have been offered regularly in recent years, and only GEOG 346 has run above 80% regularly. The department has relied on sessionals and LTAs for

nearly a decade to teach GEOG 346, and those permanent faculty primarily responsible for GEOG 433 over the past decade have either left or are planning to retire shortly.

GEOG 323, GEOG 354, and GEOG 447 were developed and taught by faculty no longer teaching in the department. GEOG 323 is in need of significant revision, and would only be taught by a sessional. GEOG 354 and GEOG 447 have been without a dedicated faculty instructor for more than a decade, and both need substantive revisioning. Content from both GEOG 354 and GEOG 447 have been integrated elsewhere into the program instead (including the proposed GEOG 256: Knowledge and Ethics in Geographic and Environmental Research).

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

N/A

**CWC comment and response:**

- Pre-Check recommends removes GEOG 233 from this list until it is no longer a required course in the India Canada Studies certificate. Although the certificate is currently in need of review, it has not been formally suspended and this is one of two required courses.

*Response from Michelle Rhodes, Planning, Geography and the Environment:*

*GEOG 233 (any section/letter) does not run and has not been run in the past 5 years. It would only ever run on an exceptional basis as an IS. We would ask that the India-Canada Studies certificate be updated, rather than asking PGES to keep a course that is not offered on the books.*

*Response from Sylvie Murray, Dean of Arts:*

*I agree with Michelle not to hold up the GEOG discontinuation on account of the India-Canada Studies certificate. It needs major revisions, but that won't happen until next year at best. Arts will look into getting the certificate revised or suspended in the near future.*

**Attachment: GEOG Courses Proposed for Discontinuance**

| Course |                                         | Reason for Discontinuance                                                                                                                                                                                                                                     | Impacted Programs and Impact Mitigation                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | GEOG 140: Human Geography               | <ul style="list-style-type: none"> <li>Course to be replaced by more relevant offering (GEOG 160: Settlements)</li> </ul>                                                                                                                                     | <p>Course is an option in University Foundations Certificate. Request to replace GEOG 140 with new GEOG 160 in certificate was sent to the Associate Dean of FECHD.</p> <p>Course is an option in the suspended Physical Geography programs. The other options (GEOG 111 or GDS 100/GEOG 109) are still offered each term.</p> <p>Course to be removed from calendar but to remain an option in Geography through at least 2026, to enable students who have already completed the course to apply it to program.</p> |
| 2      | GEOG 233: Selected Region               | <ul style="list-style-type: none"> <li>Course irregularly offered</li> <li>Course lacks permanent faculty instructor with relevant subject expertise</li> <li>Department section budget better utilized elsewhere</li> </ul>                                  | <p>Latin American Studies. Two versions of GEOG 233 (233A and 233K) are listed as options to meet the Latin American Studies programs. However, courses not run for many years, and no faculty is available to teach.</p> <p>India-Canada Studies Certificate: GEOG 233c is listed as a core course. However, the course has not been timetabled for over a decade. It has been available as an Independent Study.</p> <p>Both programs notified in late Aug 2024 of pending removal of course.</p>                   |
| 3      | GEOG 323: War, Terrorism, and Peace     | <ul style="list-style-type: none"> <li>Department section budget better utilized elsewhere</li> <li>With recent faculty departure, course lacks permanent faculty instructor with relevant subject expertise</li> <li>Course not taught for years.</li> </ul> | <p>Course used as an option to meet a requirement in the Peace and Conflict Studies programs, but many alternatives to GEOG 323 remain.</p> <p>Program notified of course discontinuance.</p>                                                                                                                                                                                                                                                                                                                         |
| 4      | GEOG 346: Religion and Peacebuilding    | <ul style="list-style-type: none"> <li>Department section budget better utilized elsewhere</li> <li>Course lacks permanent faculty instructor with relevant subject expertise.</li> </ul>                                                                     | <p>Course used as an option to meet a prerequisite to PACS courses in the Peace and Conflict Studies programs.</p> <p>Program notified in late August 2024 of course discontinuance.</p>                                                                                                                                                                                                                                                                                                                              |
| 5      | GEOG 354: Approaches in Human Geography | <ul style="list-style-type: none"> <li>New 2<sup>nd</sup> year course designed to address some of the core elements of this course</li> <li>Department section budget better utilized elsewhere</li> </ul>                                                    | <p>Course not used in other programs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|    |                                                  |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6  | GEOG 400: Advanced Topics in Geography           | <ul style="list-style-type: none"> <li>Course infrequently offered, always as DS</li> <li>Geography still retains another special topics course shell, GEOG 300</li> </ul>                                                                                                       | Course not used in other programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7  | GEOG 433: Advanced Geography of Selected Region  | <ul style="list-style-type: none"> <li>Course no longer a requirement of program, and enrolment drops makes continuance difficult</li> <li>Section better allocated in support of new courses in ENV and PLAN</li> </ul>                                                         | <p>Latin American Studies. Two versions of GEOG 433 (433A and 433I) are listed as options to meet the Latin American Studies programs. However, courses not run for many years, and no faculty are available to teach.</p> <p>India-Canada Studies Certificate: GEOG 433I is listed as an elective course. However, this version of the course has not been timetabled for many years. It has been available as an Independent Study, but not used.</p> <p>Both programs notified in late Aug 2024 of pending removal of course.</p> <p>Course also used in the suspended Physical Geography (PG) major and Honours program. Discussion with the Geoscience department head has taken place. The plan is to allow current students in PG substitute additional Geography coursework for GEOG 433.</p> |
| 8  | GEOG 440: Advanced Urban Geography               | <ul style="list-style-type: none"> <li>Course infrequently offered, usually as DS, and otherwise with very low enrolment</li> <li>Department section better utilized elsewhere</li> </ul>                                                                                        | Course not used in other programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 9  | GEOG 447: Aboriginal Geography                   | <ul style="list-style-type: none"> <li>Course has not been offered for over a decade, and lacks a dedicated instructor to redesign and deliver course</li> <li>Indigenous geographies now a core LO to Geography program, to be woven into courses throughout program</li> </ul> | Course no longer used in other programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 10 | GEOG 452: Advanced Field Techniques in Geography | <ul style="list-style-type: none"> <li>Course no longer a requirement of major, and has run with low enrolment for years</li> <li>Department to retain other field study options</li> </ul>                                                                                      | Course not used in other programs, but it is an option in the suspended Physical Geography major and Honours program. (The other option is GEOG 470.) Discussion with the Geoscience department head has taken place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 11 | GEOG 480: Directed Readings                      | <ul style="list-style-type: none"> <li>Too many DS courses; UL courses moving to 3 credits, so only single DS course—GEOG 483--required</li> </ul>                                                                                                                               | Course not used in other programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|    |                                        |                                                                                                                                                  |                                    |
|----|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 12 | GEOG 481: Directed Studies (1 credit)  | <ul style="list-style-type: none"><li>Too many DS courses; UL courses moving to 3 credits, so only single DS course—GEOG 483--required</li></ul> | Course not used in other programs. |
| 13 | GEOG 482: Directed Studies (2 credits) | <ul style="list-style-type: none"><li>Too many DS courses; UL courses moving to 3 credits, so only single DS course—GEOG 483--required</li></ul> | Course not used in other programs. |
| 14 | GEOG 484: Directed Studies (4 credits) | <ul style="list-style-type: none"><li>Too many DS courses; UL courses moving to 3 credits, so only single DS course—GEOG 483--required</li></ul> | Course not used in other programs. |

**Memo for Course Changes**

To: FSCC

From: Cherie Enns, Chair, BRCP, and Afia Raja, Head, PGES

Date: 6 November 2024

**Subject: Proposal for revision of GEOG 460: Conversion to PLAN 460, 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 PLAN 460:** As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Planning) are being shifted to adopt the course codes of their primary area. PLAN 460 is an important option to meet a workplace in the BRCP degree.

**Course Updates:** The course is overdue for revision. Accordingly, the following changes have been made:

- Minor revision to the calendar description
- New prerequisites reflective of the needs of students doing a practicum associated with the BRCP degree
- Updated learning outcomes
- Shift in learning hours, with increase in hours from 100 to 120
- Updated language regarding practicum assignments and class 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 revised course outcomes are closely aligned with ILOs.

| Course LO                                                                                                                                    | ILO           |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Apply concepts, theories, skills, and tools learned in one's Planning coursework and program in a professional context.                      | 1, 8          |
| Discuss how they would enmesh principles of equity, inclusion, and respect for diversity into specific planning contexts.                    | 7             |
| Exercise respectful and ethical practice and communications in culturally and socioeconomically diverse professional and community settings; | 3, 6, 7       |
| Demonstrate one's ability to consistently meet or exceed workplace standards, deadlines, and project goals.                                  | 1             |
| Examine their personal identity and interest in the planning field as an employment path.                                                    | 8             |
| Examine one's values relative to those of the placement agency or institution.                                                               | 7, 8          |
| Articulate how knowledge of Canadian Institute of Planning Code of Ethics translates in their practicum experiences                          | 1, 2, 4, 6, 8 |
| Improve upon one's performance in the workplace, by incorporating constructive feedback from supervisors and instructor                      | 2, 8          |
| Identify strategies to address the limits of one's knowledge and abilities needed in a professional setting.                                 | 2, 8          |
| Reflect on how one's personal and career goals and preferences evolve in light of new professional experiences.                              | 8             |

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 BRCP. PLAN 460 is one of a limited number of options to meet a core requirement of the degree. For those planning to go directly into the workforce in planning, this is the preferred pathway.

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 BRCP degree. This includes prior coursework (reflected in prerequisites) that address Indigenous knowledges, values and practices in planning, 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 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 the BRCP program.

Depending on placement, students may be expected to reflect on their learning of Indigenized learning pathways or processes in a professional context. However, the degree to which this can be forecasted is limited, as the practicum placement partners are the ones who must take the lead on engagement with Indigenous communities in specific professional practises like planning.

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. In addition, students are expected to speak to the integration of EDI principles into planning practises and commit to respecting these principles in the work they do as part of their placement.

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 tightening of the prerequisites represents a step towards ensuring that students are well prepared to do a professional practicum in the planning field.

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:**

- For both simplicity and consistency with other courses, permission should be changed to “department permission” with the details handled within the department.  
*Normally, we don't have an issue with this, but it's actually an accreditation issue. Accreditation requires that the Chair of the program have independence from its home department on curriculum decisions. By switching it to the Department Head, it could come back as evidence of a lack of autonomy.*
- Why are the hours being increased? Memo does not appear to include a rationale for this change.  
*The hours were changed to reflect the content in the typical instruction methods, standardized across 12 weeks. If this were a 'standard' (classroom-based) course, then a 4-credit course would include 60 contact hours with at least the equivalent out-of-class or independent study (e.g., classwork/ homework) time. In the case of a 4-credit practicum, there wouldn't be this same expectation, because all of the time is on the job or in meetings with the instructor, and the 120 hours reflects this.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2031  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------|----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PLAN 460                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                         |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Practicum in Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Short Title:</b> Practicum in Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br><p>A work-integrated learning course that provides students with professional experience and the ability to critique urban, rural, regional or community planning standards and procedures. Students will explore a professional planning working environment, create relationships with planners, and produce a portfolio of work suitable for presentation.</p> <p>Note: Practicum typically requires weekly work commitment for up to 13 weeks in semester.</p> <p>Note: Students with credit for GEOG 460 cannot take this course for further credit.</p> |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | Permission of the BRCP program chair. Note: As of January 2026, prerequisites will change to admission to the Bachelor of Regional and Community Planning program, 60 credits including 8 credits of PLAN 300-level or higher and 3 credits of CIVI or POSC, CGPA of 2.67 or better, and permission of the BRCP program chair.                                                                                                                                                                 |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 460</b><br>Cross-listed with:<br>Equivalent course(s): <b>GEOG 460</b><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                                                                                                         |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>6</b> |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Practicum</td> <td style="text-align: center;">96</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>120</b></td> </tr> </table>                                                                                        |            | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 24 | Practicum | 96 |  |  |  |  |  |  | <b>Total hours</b> | <b>120</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 24         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 96         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>120</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> November 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> March 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 concepts, theories, skills, and tools learned in one's planning coursework and program in a professional context.
2. Discuss how they would enmesh principles of equity, inclusion, and respect for diversity into specific planning contexts.
3. Exercise respectful and ethical practice and communications in culturally and socioeconomically diverse professional and community settings.
4. Demonstrate one's ability to consistently meet or exceed workplace standards, deadlines, and project goals.
5. Examine their personal identity and interest in the planning field as an employment path.
6. Examine one's values relative to those of the placement agency or institution.
7. Articulate how knowledge of Canadian Institute of Planning Code of Ethics translates in their practicum experiences.
8. Incorporate constructive feedback from supervisors and instructors to improve upon one's performance in the workplace.
9. Identify strategies to address the limits of one's knowledge and abilities needed in a professional setting.
10. 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.)*

|              |     |            |     |                   |     |
|--------------|-----|------------|-----|-------------------|-----|
| Assignments: | 50% | Portfolio: | 30% | Field evaluation: | 20% |
|              |     |            |     |                   | %   |

**Details:**

**Assignments:**

- Pre-placement learning agreement, work plan, and preparation and final presentation: 15%
- Presentation on work experience and alignment with work plan, course outcomes: 15%
- Project (career and ethics) reflection assignment: 20%

**Additional assessments:**

- Portfolio following guidelines for professional accreditation 30%
- Field evaluations (midpoint, end of practicum): 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.)*

**Practicum project:**

Practicum placement with planning department, planning firm or organization, 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 a PLAN 460 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.

Defined in the learning agreement, the portfolio documentation will take whatever form is most appropriate, from written and illustrated reports, policy documentation, community engagement roles and research.

Careful consideration to EDI and ethics protocol as well as risk and safety is reflected in the practicum and learning agreement. The sponsor will retain a copy of the project; the student will present another copy at the post-practicum seminars. In the last week of the term students will have an opportunity to present their portfolio to share their practicum experiences with classmates, and consider the career possibilities opened to them by the course.

**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        | Phelps, N.                     | The Urban Planning Imagination: Critical International Introduction | 2021 |
| 2. Online resource | Canadian Institute of Planning | Relevant professional manuals and guideline                         |      |
| 3.                 |                                |                                                                     |      |

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

Reading resources and access to technology will vary with placements and be provided by placement organizations. The student may encounter additional travel expenses associated with off-campus practicum placements.

**Course Content and Topics**

The learning objectives will be achieved through the online or seminar discussion, supervisor evaluation, and practicum experience.

Online seminar themes:

- Planning as a Career (CIP): decolonizing planning practice
- Placement training and scheduling: agreement and work plan
- Methods and techniques; ethics review
- Case studies in planning; problems and pressures of planning
- Planning issues and trends: workplace challenges
- Reflection on process to date; self-assessment: student identity and planning practice
- Final projects; review of sponsor evaluation

**Memo for Course Changes**

To: FSCC

From: Cherie Enns, Chair, BRCP, and Afia Raja, Head, PGES

Date: 6 November 2024

**Subject: Proposal for revision of GEOG 464/GD 464 and GEOG 466/GD 466: Conversion to PLAN 464/GD 466 and PLAN 466/GD 466**

*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 PLAN 464/GD 464 and to PLAN 466/GD 466:** As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Planning) are being shifted to adopt the course codes of their primary area. PLAN 464/GD 464 and PLAN 466/ GD 466 are both important options to meet a workplace in the BRCP degree. These types of studio courses are also found in all planning programs, and thus these two courses should be “housed” in the BRCP. The cross lists remain with GB.

**Course Updates:** The course was revised last year and reviewed by UEC. As a result, only limited changes are being made at this time. These include:

- Minor revision to the calendar description
- New prerequisites reflective of expectations for a fourth-year Planning studio/work experience 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 \(ILOs\)](#):

There are no changes to learning outcomes at this time.

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 BRCP. PLAN 464 and PLAN 466 are two of a limited number of options to meet a core requirement of the degree. For those planning to go directly into the workforce in planning, this is the preferred pathway.

These courses are part of a limited number of options used to meet a fourth-year requirement in the GD major.

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

None outside of PGES and Graphic Design, as these are the only two areas using these courses regularly.

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 \(UNDRIP\)](#).

PLAN464/GD464 includes specific attention to the colonial history and contexts in which planning challenges emerge. Students are also introduced to issues related to indigenous values and rates as they pertain to the specific location and design challenge. PLAN466/GD466 is offered in an international locale. Depending on location, the courses adapted to consider local needs, cultures, and rights and their relationship to UNDRIP.

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

The inclusion and practises associated with JEDDI principles and design and planning are explicitly identified as important to the course, and stated in learning outcomes. This is true for both the local studio (464) and international studio (466).

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

No additional considerations are adjusted at this time. Existing considerations relate to cost of travel to and from site of projects, as well as additional slot supplies expected in international travel (466)

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

Limited additional cost, larger related to local travel, associated with 464. More substantive costs are entailed for students to participate in 466. These costs would be identified well in advance of registration.

**CWC comments and responses:**

- Does it still make sense to cross-list this and PLAN 466 as GD from a budgetary perspective? Pre-Check requests a memo of support from the Dean of Science indicating that the cross-listings should continue.

*Unclear why this change is an issue now. This course has been cross-listed for some time, and the course is offered across two faculties. If it were the same faculty, we would agree that maintaining the cross-list does not make sense from a budget perspective. PGES is removing most course cross-lists and has chosen to maintain those that continue to reflect the two parent disciplines, as this one does. We'll also note that the dean's office is already aware of program and course changes that move through to UEC, and the Associate Dean sits on the very curriculum committee that approves these courses moving forward as revised, with the cross-lists intact.*

- Learning outcome #11 ("produce deliverables that meet professional standards of content") appears to be a learning activity rather than an outcome. Additionally, the quality of the work relates more to assessment. Suggest revising or deleting.

*This would be a core expectation of any person employed in planning. Planners are always having to produce deliverables, whether they are policy briefs, proposals, or planning documents, that are reflective of professional standards. Those standards depend on the nature of the planning role (Planning Tech, Planner I, etc.) That students mimic this in the class as a learning activity does not lessen its importance as an outcome that they should be able to demonstrate.*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2013  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2028  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------|----|-----------------------------------------|----|--------------------------------------------|----|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PLAN 464                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Community Planning and Development: Local Applied Studio<br><b>Course Short Title:</b> Local Planning Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>Dedicated and collaborative design challenge in planning with a community partner. From problem definition to data collection, analysis, drafting of a design concept, and participating in professional presentation, students apply human-centered design planning theory and design techniques to critically assess possible alternatives.</p> <p>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.</p> <p>Note: This course is offered as PLAN 464 and GD 464. Students may take only one of these for credit.</p> <p>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.</p> <p>Note: Students with credit for a lettered version of GEOG 464 (e.g., GEOG 464C) cannot take the same lettered version of this course (e.g., PLAN 464C) for further credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | 45 university-level credits. Note: As of January 2026, prerequisites will change to 45 university-level credits including 6 credits of GD, GEOG, or PLAN.                                                                                                                                                                                                                                                                                                                                      |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 464</b><br>Cross-listed with: <b>GD 464</b><br>Equivalent course(s): <b>GD 464</b><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>10</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>80</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10 | Supervised laboratory hours (design lab) | 20 | Experiential (work-integrated learning) | 40 | Supervised laboratory hours (computer lab) | 10 | <b>Total hours</b> | <b>80</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>80</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                           |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> November 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> March 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 human-centered design process within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land-use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDI) lens.
9. Articulate planning issues to design challenge stakeholders.
10. Implement a multidisciplinary planning project under tight deadlines.
11. Produce deliverables that meet professional standards of content.
12. Assess the impact of the proposed response to the design challenge.

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

|              |     |                |     |                   |     |
|--------------|-----|----------------|-----|-------------------|-----|
| Assignments: | 25% | Quizzes/tests: | 10% | Field evaluation: | 15% |
| Project:     | 30% | Final exam:    | 10% | Lab work:         | 10% |

**Details:**

In this applied, project-based studio course, students will apply geographic skills and planning theory to an urban problem working with planning professionals to produce a community planning and development report on a particular issue. Field trips outside of class time are required.

**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.)*

Course will include lectures, guest speakers, field experience, online instruction, 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. Textbook | Garcis, A. and M. Lydon | Tactical Urbanism: Short Term Action for Long Term Gain                                            | 2015 |
| 2. Textbook | Stevens, N. et. al.     | Human Factors in Land Use Planning and Urban Design: methods, Practical Guidance, and Applications | 2018 |
| 3. Textbook | Course Reader           |                                                                                                    |      |
| 4. Textbook | Gestalten               | The Ideal Cities: Exploring Urban Futures                                                          | 2021 |
| 5. Textbook | Witty, D                | Professional Practice Manual: Code of Professional Conduct; Ethics, Experience, Context, Theory    | 2002 |

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

Supplies required are specific to research project. If studio is held off-campus, additional fees and materials may be required. A packing list and field manual will be provided if this is the case.

**Course Content and Topics**

If this course is held at UFV, the following components will be included:

- Unit 1:
  - Project preparation
  - Project background: historical context, colonization, and Indigenization
  - Community and equality, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2: Data collection
  - "Reading" the community and its built landscape
  - Demographic and policy data collection
  - Assessment/stakeholder engagement
  - Identifying stakeholder interests
  - Planning vision
- Unit 3: Compilation and analysis
- Unit 4 Project presentation and feedback

If this course is held outside the Fraser Valley, the course could be more condensed but the following components will be still included:

- (Pre-term) Pre-trip orientation and trip preparation
- Unit 1: Project preparation
  - Project background: historical context, colonization, and Indigenization
  - Community and equality, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2: Data collection
  - "Reading" the community and its built landscape
  - Demographic and policy data collection
  - Assessment/Stakeholder engagement
  - Identifying stakeholder interests
  - Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback

Examples of themes or planning problems include place making in underutilized public spaces; revitalization of downtown Abbotsford; affordable housing in the Fraser Valley Regional District; child-friendly community assessment; or devising an urban food security strategy for an Interior or First Nations community.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2028  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GD 464                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                              |
| <b>Course Full Title:</b> Community Planning and Development: Local Applied Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     |
| <b>Course Short Title:</b> Local Planning Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                     |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                             |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GEOG 464</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     |
| <b>Calendar Description:</b><br>Dedicated and collaborative design challenge in planning with a community partner. From problem definition to data collection, analysis, drafting of a design concept, and participating in professional presentation, students apply human-centered design planning theory and design techniques to critically assess possible alternatives.<br>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.<br>Note: This course is offered as PLAN 464 and GD 464. Students may take only one of these for credit.<br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit, provided the letter designation differs.<br>Note: Students with credit for a lettered version of GEOG 464 (e.g., GEOG 464C) cannot take the same lettered version of this course (e.g., GD 464C) for further credit. |                                                                                                                                                                                                                                     |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45 university-level credits. Note: As of January 2026, prerequisites will change to 45 university-level credits including 6 credits of GD, GEOG, or PLAN.                                                                           |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | None.                                                                                                                                                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | None.                                                                                                                                                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 464</b><br>Cross-listed with: <b>PLAN 464</b><br>Equivalent course(s): <b>PLAN 464</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> November 6, 2024                                                                                                                                                                                              |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> December 2024                                                                                                                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                              |



ORIGINAL COURSE IMPLEMENTATION DATE: May 2013  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2028  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------|-----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PLAN 466                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Community Planning and Development: International Studio<br><b>Course Short Title:</b> International Planning Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                           |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Dedicated and collaborative design challenge in planning with a community partner. From problem definition to data collection, analysis, drafting of a design concept, and participating in professional presentation, students apply human-centered design planning theory and design techniques to critically assess possible alternatives.<br><br>Note: This course is an intensive 1-3-month session with a portion of the time based in an international locale.<br><br>Note: This course is offered as PLAN 466 and GD 466. Students may take only one of these for credit.<br><br>Note: Students with credit for GEOG 466 cannot take this course for further credit. |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | 45 university-level credits. Note: As of January 2026, prerequisites will change to 60 university-level credits, including at least 6 credits of GD, PLAN, and/or GEOG.                                                                                                                                                                                                                                                                                                                           |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Antirequisite Courses (Cannot be taken for additional credit.)</b><br>Former course code/number: <b>GEOG 466</b><br>Cross-listed with: <b>GD 466</b><br>Equivalent course(s): <b>GD 266</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                       |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Practicum</td> <td>120</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>140</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                               |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 | Practicum | 120 |  |  |  |  |  |  | <b>Total hours</b> | <b>140</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 120        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>140</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date of meeting:</b> November 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Date of meeting:</b> March 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 human-centered design process within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land-use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDI) lens.
9. Articulate planning issues to design challenge stakeholders.
10. Implement a multidisciplinary planning project under tight deadlines.
11. Produce deliverables that meet professional standards of content.
12. Assess the impact of the proposed response to the design challenge.

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

|                   |     |                |     |              |     |
|-------------------|-----|----------------|-----|--------------|-----|
| Field evaluation: | 25% | Quizzes/tests: | 10% | Assignments: | 15% |
| Project:          | 30% | Final exam:    | 10% | Lab work:    | 10% |

**Details:** Course participants will work collectively as well as in smaller working groups on a particular project.

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

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

Course will include lectures, guest speakers, field experience, online instruction, 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. Textbook | Matthias Finger and Numan Yanar, ed | The Elgar Companion to Urban Infrastructure Governance Innovation, Concepts and Cases            | 2022 |
| 2. Other    | UN-Habitat                          | World Cities Report                                                                              | 2020 |
| 3. Textbook | Farvacque-Vitkovic, C. et al.       | Urban Planning in Africa: Addressing, Mapping and Their Applications (Directions in Development) | 2005 |
| 4. Textbook | Gestalten                           | The Ideal City: Exploring Urban Futures                                                          | 2015 |
| 5. Textbook | Mirafatab, F. and N. Kudva          | Cities of the global South reader                                                                | 2015 |

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

Supplies required are specific to the research project. Due to the travel involved, additional fees and materials will be required. A packing list and field manual will be provided.

**Course Content and Topics**

A seminar on planning practice, context, human-centred design methods, and evaluation will be held multiple times a week. Examples of project themes include: the greening of an informal settlement in Dar es Salaam; rural economic development; child friendly community assessment; or urban food security strategies. Seminar content will vary according to locale and project focus.

In general, the course content will include:

- (Pre-term) Pre-trip orientation, ethics review, trip preparation, and project background
- Unit 1: Project preparation
  - Project context
  - Further community analysis with consideration for equality, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2: Data collection
  - "Reading" the community and its built landscape
  - Demographic and policy data collection
  - Assessment/stakeholder engagement
  - Identifying stakeholder interests
  - Integration of human-centred design methods
  - Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2028  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GD 466                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>                                                                                                  |                                                                                                                                                                                                                                                             |
| <b>Course Full Title:</b> Community Planning and Development: International Studio                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| <b>Course Short Title:</b> International Planning Studio                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                 |                                                                                                                                                                                                                                                             |
| <b>Official Course Outline:</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| This is a cross-listed course. Please refer to <b>GEOG 466</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Dedicated and collaborative design challenge in planning with a community partner. From problem definition to data collection, analysis, drafting of a design concept, and participating in professional presentation, students apply human-centered design planning theory and design techniques to critically assess possible alternatives.                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Note: This course is an intensive 1-3-month session with a portion of the time based in an international locale.                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Note: This course is offered as PLAN 466 and GD 466. Students may take only one of these for credit.                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Note: Students with credit for GEOG 466 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 university-level credits. Note: As of January 2026, prerequisites will change to 60 university-level credits, including at least 6 credits of GD, PLAN, and/or GEOG. |                                                                                                                                                                                                                                                             |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                                                                                                                   |                                                                                                                                                                                                                                                             |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   | None.                                                                                                                                                                   |                                                                                                                                                                                                                                                             |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 466</b><br>Cross-listed with: <b>PLAN 466</b><br>Equivalent course(s): <b>PLAN 466</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |                                                                                                                                                                         | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department / Program Head or Director:</b> Afia Raja                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                         | <b>Date approved:</b> November 6, 2024                                                                                                                                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                       |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                         | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                      |

**Memo for Program Changes**

**To:** Faculty of Science Curriculum Committee

**From:** Dr. Cherie Enns, Chair, BRCP program; Dr. Afia Raja, PGES (Planning, Geography, and Environmental Studies)

**Date:** 21 March 2025

**Subject:** Program change: BRCP— **Changes to Program Requirements**

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

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

2. Rationale for change(s):

The propose changes are intended to better align the program requirements to those required by the Professional Standards Board (PSB), the body responsible for accrediting planning programs in Canada. Initial review conducted by the PSB has provided feedback on the current design that has helped inform some of these changes. Additional changes to calendar copy, residency and admissions requirements, and cost stem from the changes to the program requirements.

We are requesting that these changes be in effect as of the Fall 2025 calendar, despite some of these changes representing increasing stringency. This is because successful application for accreditation of this program will in part require that these changes be applied as soon as possible. The department does not at this time have a timeline for accreditation, as the review process is ongoing. Regardless, should accreditation be granted, it would be for this revised program outline, and it is critically important to move future students into the new degree requirements as soon as possible.

The new program design includes three change components.

**a. New program requirements**

- The proposed requirements better align with the competencies identified by the PSB. The proposed changes also reflect a higher degree of interdisciplinary expected of this field of practice. Finally, these changes also incorporate a shift in

several of the courses from a GEOG prefix to a PLAN prefix. This change has been undertaken following consultation with the PSB, as well as revisions to the geography major and minor programs. These courses had not been changed to the PLAN prefix previously in part because of a planned differential tuition for PLAN courses that has not subsequently been applied.

**b. Change to residency requirement**

- The current requirements (Fall 2023) are organized into lower level and upper level credit requirements. The new requirements, while generally sorted into these two baskets as well, allow for some requirements to be met with either a lower level or an upper level course. As a result the requirements for residency which currently stipulate a percentage of upper level credits, lack definition and enforceability.
- The proposed language shifts to requiring a set number of credits within the program core, including a set number of credits specific to PLAN coursework. This ensures that all graduates will have received, at least half of their core training in the degree at UFV. In addition, in order to better facilitate movement in of people with technology-based diplomas in related fields, the overall degree residency requirement has dropped from 60 to 45 credits.

**c. Change in calendar copy**

- The calendar description has been simplified and, in some sections, harmonized with language used for other degrees. Minor changes to the section on “minors and certificates” have been made to reflect the removal of the certificate in geographic information systems (now suspended) and the addition of the associate certificate in applied geographic information systems.

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

The program outcomes have not substantially changed, and new outcomes have not been created. The competencies required by the PSB informed the development of program competencies initially, but the program design did not sufficiently align to them.

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

The BRCP is relatively new as a degree, and consideration to **Indigenizing** the curriculum was given in the program design and design of individual PLAN courses. The proposed revisions better identify specific courses in IPK that can be used to meet degree requirements, and they incorporate new required or limited elective courses (GEOG 160, GEOG 256, CIVI 200) that have significant work towards **Indigenizing** their design.

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

Overall, the changes should not require additional resources. The revised program integrates course options from a wider number of program areas. More requirements are met through a choice of additional course options rather than by specific courses or by a choice of one of two courses.

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 goal for the program and to meet the professional needs of the students enrolled in it is to achieve program accreditation. The proposed changes more closely align with accreditation standards. While an unaccredited BRCP can still be used by students intending on a career in the planning field, accreditation would allow for graduates to more quickly obtain their own personal registration as a professional planner. Thus, we see the proposed changes as providing significant possible impact.

While these changes will require students to meet some additional requirements overall, effort has been taken to ensure the students have multiple ways of meeting these requirements.

The other significant change is the addition of courses from the Civic Governance and Innovation program. These courses provide a critically needed introduction and training in specific tools used in municipal government. (Most planners work in or with municipal organizations.)

CIVI courses have a higher differential tuition. This represents an added cost to students for at least two and up to four of their courses. *Alternatives to these CIVI courses are included in the program, except for CIVI 202.* However, we note that PLAN courses were supposed to be charged a differential tuition, but at time of degree launch, this added cost was not being assessed. Thus, the inclusion of the CIVI courses is still within the initial tuition cost estimates for the degree. Second, the CIVI courses had been part of the original design of the program, but were removed by the PDQA office before the degree moved through internal approval as there had not been sufficient consultation with Continuing Education (the owner of the CIVI courses) at that time. This consultation has subsequently taken place.

Accreditation, if awarded will be based on the new requirements and not the old ones. If accreditation is received, all students currently in the BRCP will be encouraged, but will not be required to complete the new program requirements. We recognize it on all students need to order want to seek professional accreditation. The students may opt to remain in the current program in order to finish more quickly.

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 number of required courses with the PLAN prefix increases by one. Overall, the total number of courses with the PLAN prefix—including those that are *options* within the program—is increasing, but these represent a migration from the GEOG prefix. While these are two different program areas, they are housed under a single department.

Under current calendar requirements, students in the BRCP program complete 19 courses with either the GEOG or the PLAN prefix. The majority of these are Geography courses, and a couple of these are changing to an ENV prefix. Under the new requirements, students will complete 15 courses in PLAN and GEOG. GEOG, ENV and PLAN courses can be used to an additional 4 requirements.

In total, students will need to complete 26 courses to meet specific program requirements. This represents an increase of two courses used to meet specific requirements, which results in a reduction in elective room within the program.

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.)

The changes incorporate courses from the Civic Governance and Innovation program, and these courses operate on a cost-recovery or revenue generating basis (the program is located in Continuing Education). Continuing Education has been consulted and has adjusted course offerings in this certificate program to align with these changes to the BRCP. CE will increase course frequency as needed as the program grows.

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

The number of required and elective courses from other disciplines outside of planning, geography, and environmental studies is changing. The key additions are of the courses from CIVI, ADED, MEDA, and CMNS.

The CIVI courses are used to meet critical gaps in the current program related to municipal operations and policy. CIVI courses are being updated and timetabled in support of the BRCP.

Among the courses added is a new policy course, POSC 297 (added after FSCC review, with support of POSC and with approval of dean's office).

The other courses that are being added from other program areas are part of longer list of elective options than what are currently included in the degree. Most of these additions are part of a list of electives that can be used to meet a new requirement for *social interaction and leadership*.

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

**CWC comment and response:**

- CIVI courses: UEC may be concerned about adding courses connected to a program with low enrollment, particularly ones with differential tuition. CIVI 202 may be a particular concern as it is becoming a required course.

*Regarding enrollment and course offerings: CE has committed to ensuring that these courses are offered to meet the BRCP program; in fact these courses have been scheduled in a cadence*

*beneficial to students since the program's launch in 2021-22. Because this program is not base funded, the courses can run at cost recovery at a lower enrollment rate and are less likely to be cancelled than base-funded courses as a result. CE also has greater flexibility to add sections as demand grows for courses in response to enrolment needs.*

*Regarding differential tuition:*

- *We reiterate that the added cost to the students to take CIVI courses is much less than what the intended (but not implemented) tuition for PLAN courses would have required of students. The addition of CIVI is still a far lower cost addition than would have been expected of students completing the program had they done so with the differential PLAN course tuition.*
- *With the CIVI courses included, the overall cost of the BRCP program still remains much lower than the nearest competitor (SFU's REM degree)—which is almost \$6000 more for a 4-year program.*
- *The CIVI courses are also more competitively priced than the alternatives at other institutions (namely CapU's PADM) that many planners end up taking after they graduate. We are building these courses into their program.*
- *We note that the current BRCP requirements include GD courses to meet two requirements. For one of these requirements, students take one of: CMNS 360, CMNS 380, GD 361, or VA 365, and seats are limited in each of these courses. GD courses also bear a higher tuition (\$262/credit) compared to most academic courses (\$163/credit) and we are unaware that a survey was conducted on tuition fees for those courses. Students therefore already face a differential tuition surcharge for GD credits. In the revised calendar copy, only one GD course remains, and more options are available, thereby reducing that incurred differential cost that students currently likely face.*

## Bachelor of Regional and Community Planning degree

The Bachelor of Regional and Community Planning (BRCP) is a four-year degree program providing students with skills that can be applied ~~to policy, community development, international development, environmental and natural resources, urban design, land use, and in~~ a variety of ~~professional planning processes~~ contexts. The BRCP is structured around core courses that develop an understanding of the relationship between the built and natural environments, environmental sustainability, innovation, problem-solving, research, and communication of ideas and results.

~~Developed as an integrated and interdisciplinary program, the BRCP builds connections between fields such as environmental studies, art, natural sciences, policy and law, urban design, history, and communications.~~ The program ~~also incorporates a regional focus by~~ addressing the ~~community~~ planning and development needs of the Fraser Valley ~~and beyond~~, including growth and community development, affordable housing, ~~community planning~~, Indigenous planning ~~approaches~~, climate change, land use planning and GIS, planning law, and communications.

~~Students develop job-ready skills and connections between planning and fields such as environmental studies, art, natural sciences, policy and law, urban design, history, and communications. Courses are delivered in both online and face-to-face formats, using lecture, seminar, field-based, and technology-supported classroom experiences. The program~~ The BRCP also includes a practical work experience component ~~that students complete. Students can meet this requirement through either a practicum, planning studio, or an internship. Gaining such real-world experience will enhance their technical skill sets and help build job-ready qualifications.~~

Graduates will be prepared to work ~~as an~~ planning ~~professional in Canada or abroad, or and may pursue graduate studies in an accredited planning program or in a related field~~ may choose to pursue graduate studies or another professional designation.

## 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).

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 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 and meet the prerequisites for [ENGL 105](#) or [CMNS 125](#).

### 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 nine credits at the 100 level and above, transferable to a degree program, with a minimum CGPA of 2.00.
  - 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.
  - Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution. Students who have completed a previous degree are governed by UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#).

### 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](https://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.
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.

## 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.

Applicants are considered once their application is complete. As space in the program may be limited, applicants may be ranked based on their grade point average (GPA) in their last two years of study.

## Fees and additional costs

See the [Fees and Other Costs](#) section.

## Program duration

The BRCP degree can be completed in four years of full-time study, with students taking an average of 30 credits (9-10 courses) per calendar year.

Students will complete a minimum of 120 credits, including at least 61 upper-level credits. Students will typically enter the BRCP after their second year of university study and complete the program in the following two years. Total minimum time to complete the degree is approximately four years. Due to the flexibility in course selection, there may be variances in final course credit. Students should consult advising with any questions.

Note: Some of the required courses have prerequisites not included in the program requirements. Students are responsible for satisfying the prerequisites for all courses, and should review upper-level requirements in advance to determine any lower-level prerequisites that should be completed.

## Location

Most courses areThe BRCP is offered on-at the Abbotsford campus, with opportunities for regional and international studio courses and practicums. Many courses can also be completed online. Students may take electives, if available, in Mission or Chilliwack, or online. Practicums and internships may require travel outside of the Fraser Valley.

## Program outline

The BRCP degree program requires students complete the following:

- 120 credits, including:
  - Four courses (12-15 credits) of breadth requirements
  - 22 courses (74-84 credits) of core requirements
  - 21-34 credits of elective credits

### Breadth Requirements (12-15 credits)

| <u>Course</u> | <u>Title</u> | <u>Credits</u> |
|---------------|--------------|----------------|
|---------------|--------------|----------------|

|                                                                                           |                                                                         |            |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------|
| One (1) foundational course in <b>Communications</b> , chosen from:                       |                                                                         | <u>3</u>   |
| <u>CMNS 125</u>                                                                           | <u>Communicating Professionally to Academic and Workplace Audiences</u> |            |
| <u>or ENGL 105</u>                                                                        | <u>Academic Writing</u>                                                 | -          |
| One (1) foundational course in <b>Information Gathering and Analysis</b> , chosen from:   |                                                                         | <u>3-4</u> |
| <u>CIVI 200</u>                                                                           | <u>Evidence-Based Decision Making (Note 1)</u>                          |            |
| <u>GEOG 252</u>                                                                           | <u>Explanation in Geography: Quantitative Methods</u>                   |            |
| <u>GEOG 256</u>                                                                           | <u>Knowledge and Ethics in Geographic and Environmental Research</u>    |            |
| One (1) course in <b>Ecosystems and Environmental Science</b> , chosen from:              |                                                                         | <u>3-4</u> |
| <u>BIO 106</u>                                                                            | <u>Ecology from an Urban Perspective</u>                                |            |
| <u>ENV 200</u>                                                                            | <u>Living in Our Watershed</u>                                          |            |
| <u>ENV 321</u>                                                                            | <u>Science of Waste Management</u>                                      |            |
| <u>GEOG 103</u>                                                                           | <u>The Physical Environment</u>                                         |            |
| <u>GEOG 111</u>                                                                           | <u>Environmental Issues and Strategies</u>                              | -          |
| One (1) course in <b>Indigenous Governance and Knowledges</b> , chosen from (See Note 2): |                                                                         | <u>3-4</u> |
| <u>IPK 202</u>                                                                            | <u>Introduction to Indigenous Resurgence</u>                            |            |
| <u>IPK 205</u>                                                                            | <u>Stó:lō Social and Governing Structures</u>                           |            |
| <u>IPK 206</u>                                                                            | <u>Stó:lō and Salish Communications and Worldview</u>                   |            |
| <u>IPK 331</u>                                                                            | <u>History of Indigenous Leadership</u>                                 |            |
| <u>IPK 332</u>                                                                            | <u>Indigenous Governance and Leadership</u>                             |            |
| <u>IPK 477</u>                                                                            | <u>Traditional Ecological Knowledges</u>                                |            |

Note 1: CIVI courses are offered as part of the Civic Governance and Innovation certificate program. These courses are assessed a differential tuition rate. The current per credit cost for CIVI courses can be found on UFV's program fees page: <https://www.ufv.ca/registration/fees-and-payments/program-fees/>

Note 2: IPK 205 and IPK 206 do not have prerequisites. The other IPK courses listed here have a prerequisite of at least one other IPK course. Students should review course prerequisites as part of program planning.

| <b>Course</b>                | <b>Title</b>                                                            | <b>Credits</b> |
|------------------------------|-------------------------------------------------------------------------|----------------|
| <u>CMNS 125</u>              | <u>Communicating Professionally to Academic and Workplace Audiences</u> | <u>3</u>       |
| <u>or ENGL 105</u>           | <u>Academic Writing</u>                                                 | -              |
| <u>GDS 100/ GEOG 109</u>     | <u>A World of Development</u>                                           | <u>3</u>       |
| <u>or GEOG 111</u>           | <u>Environmental Issues and Strategies</u>                              | -              |
| <u>GEOG 241</u>              | <u>Social Geography: The Urban Experience</u>                           | <u>3</u>       |
| <u>or GEOG 242/ ECON 242</u> | <u>Economic Geography</u>                                               |                |
| <u>GEOG 252</u>              | <u>Explanation in Geography: Quantitative Methods</u>                   | <u>4</u>       |
| <u>or GEOG 253</u>           | <u>Introduction to Geographic Information Systems</u>                   |                |
| <u>GEOG 260</u>              | <u>Global Goals Studio: Sustainable Communities by Design</u>           | <u>3</u>       |
| <u>IPK</u>                   | <u>IPK 100-level or higher</u>                                          | <u>3</u>       |
| <u>One of:</u>               |                                                                         | <u>3</u>       |
| <u>CMNS 235</u>              | <u>Public Speaking</u>                                                  |                |

|          |                              |   |
|----------|------------------------------|---|
| CMNS 251 | Professional Report Writing  | - |
| GD 260   | Graphic and Digital Design I | - |

Planning Core Upper-level requirements: 74-84 ~~61-65~~ credits

| <u>Course</u>                                                                       | <u>Title</u>                                                             | <u>Credits</u> |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------|
| <u>Students must complete each of the following:</u>                                |                                                                          |                |
| <u>CIVI 202</u>                                                                     | <u>Civic Governance in British Columbia (Note 1)</u>                     | <u>3</u>       |
| <u>GEOG 241</u>                                                                     | <u>Social Geography: The Urban Experience</u>                            | <u>3</u>       |
| <u>GEOG 260</u>                                                                     | <u>Global Goals Studio: Sustainable Communities by Design</u>            | <u>3</u>       |
| <u>GEOG 344</u>                                                                     | <u>Geography of Urban Development</u>                                    | <u>4</u>       |
| <u>GEOG 360</u>                                                                     | <u>Introduction to Regional and Community Planning and Policy</u>        | <u>4</u>       |
| <u>PLAN 300</u>                                                                     | <u>Planning for Housing: Affordability, Design, and Policy</u>           | <u>4</u>       |
| <u>PLAN 310</u>                                                                     | <u>Planning Law and Ethics</u>                                           | <u>4</u>       |
| <u>PLAN 366</u>                                                                     | <u>Resiliency Principles and Spatial Planning</u>                        | <u>4</u>       |
| <u>PLAN 400</u>                                                                     | <u>Theories in Regional and Community Planning</u>                       | <u>4</u>       |
| <u>PLAN 410</u>                                                                     | <u>Indigenizing Planning: Indigenous Land Use and Community Planning</u> | <u>4</u>       |
| <u>One (1) course in <b>Settlements</b>, chosen from:</u>                           |                                                                          | <u>3</u>       |
| <u>GEOG 140</u>                                                                     | <u>Human Geography</u>                                                   |                |
| <u>or GEOG 160</u>                                                                  | <u>Settlements: Why we live where we do</u>                              | -              |
| <u>One (1) course in <b>Economics</b>, chosen from:</u>                             |                                                                          | <u>3</u>       |
| <u>ECON 100</u>                                                                     | <u>Principles of Microeconomics</u>                                      |                |
| <u>GEOG 242/ ECON 242</u>                                                           | <u>Economic Geography</u>                                                |                |
| <u>One (1) course in <b>Applied GIS</b> chosen from:</u>                            |                                                                          | <u>3-4</u>     |
| <u>GEOG 355</u>                                                                     | <u>GIS for Built Environment</u>                                         |                |
| <u>GEOG 357/ BIO 357</u>                                                            | <u>Conservation GIS</u>                                                  |                |
| <u>GEOG 358</u>                                                                     | <u>Forensic Geographic Information Systems</u>                           |                |
| <u>GEOG 359</u>                                                                     | <u>GIS Applications for Business</u>                                     |                |
| <u>Two (2) courses in <b>Processes and Policy Making</b>, chosen from (Note 1):</u> |                                                                          | <u>6-7</u>     |
| <u>CIVI 302</u>                                                                     | <u>Changemaking in Local Government</u>                                  |                |
| <u>CIVI 311</u>                                                                     | <u>How Cities Work</u>                                                   |                |
| <u>CIVI 312</u>                                                                     | <u>Risk Tolerance and Capacity Building in Local Government</u>          |                |
| <u>POSC 297</u>                                                                     | <u>Introduction to Public Policy</u>                                     |                |

|                                                                                                    |                                                                                           |                     |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------|
| <a href="#">SOC 352/ POSC 352</a>                                                                  | <a href="#">Public Policy Analysis</a>                                                    |                     |
| <a href="#">Four (4) courses in <b>Planning-Related Special Topics</b>, chosen from:</a>           |                                                                                           | <a href="#">12</a>  |
| <a href="#">ENV 331</a>                                                                            | <a href="#">Environmental Assessment and Management</a>                                   |                     |
| <a href="#">GEOG 307</a>                                                                           | <a href="#">Climates of Cities</a>                                                        |                     |
| <a href="#">GEOG 320</a>                                                                           | <a href="#">Sustainable Transportation</a>                                                |                     |
| <a href="#">GEOG 325</a>                                                                           | <a href="#">Health and Place</a>                                                          |                     |
| <a href="#">GEOG 340/GDS 340</a>                                                                   | <a href="#">Geographies of Development: Landscapes of Inequality</a>                      |                     |
| <a href="#">GEOG 362</a>                                                                           | <a href="#">Geography of Tourism and Recreation</a>                                       |                     |
| <a href="#">GEOG 364</a>                                                                           | <a href="#">International Planning and Development Policy: Adapting to Climate Change</a> |                     |
| <a href="#">At least one (1) course of <b>Workplace Planning Experience</b>, chosen from:</a>      |                                                                                           | <a href="#">4-6</a> |
| <a href="#">GEOG 396/ GDS 310</a>                                                                  | <a href="#">Canada Internship (Note 3)</a>                                                | -                   |
| <a href="#">GEOG 398/ GDS 311</a>                                                                  | <a href="#">International Internship (Note 3)</a>                                         |                     |
| <a href="#">PLAN 460</a>                                                                           | <a href="#">Practicum in Planning</a>                                                     |                     |
| <a href="#">PLAN 464/ GD 464</a>                                                                   | <a href="#">Community Planning and Development: Local Applied Studio</a>                  | -                   |
| <a href="#">PLAN 466/ GD 466</a>                                                                   | <a href="#">Community Planning and Development: International Studio</a>                  | -                   |
| <a href="#">At least two (2) courses in <b>Social Interaction and Leadership</b>, chosen from:</a> |                                                                                           | <a href="#">6-8</a> |
| <a href="#">ADED 340</a>                                                                           | <a href="#">Program Planning and Evaluation</a>                                           |                     |
| <a href="#">ADED 407</a>                                                                           | <a href="#">Organizational and Workplace Learning</a>                                     |                     |
| <a href="#">CMNS 251</a>                                                                           | <a href="#">Professional Report Writing</a>                                               |                     |
| <a href="#">CMNS 280</a>                                                                           | <a href="#">Team and Small Group Communication for the Workplace</a>                      |                     |
| <a href="#">CMNS 353</a>                                                                           | <a href="#">Research in Organizations</a>                                                 |                     |
| <a href="#">CMNS 360</a>                                                                           | <a href="#">Advocacy Writing</a>                                                          |                     |
| <a href="#">CMNS 380</a>                                                                           | <a href="#">Communicating in the Cross-Generational Workplace</a>                         |                     |
| <a href="#">CMNS 430</a>                                                                           | <a href="#">Communication for Project Management</a>                                      |                     |
| <a href="#">CMNS 445</a>                                                                           | <a href="#">Facilitation Skills for the Workplace</a>                                     |                     |
| <a href="#">ENV 310</a>                                                                            | <a href="#">Leadership in Environmental Professions</a>                                   |                     |
| <a href="#">GD 361</a>                                                                             | <a href="#">Portfolio Development for Visual Communication</a>                            |                     |
| <a href="#">IPK 344</a>                                                                            | <a href="#">Research in Action: Indigenous Meaning Making</a>                             |                     |
| <a href="#">MEDA 260</a>                                                                           | <a href="#">Exploring Creativity</a>                                                      |                     |
| <a href="#">MGMT 310</a>                                                                           | <a href="#">Cultivating Positive Workplaces</a>                                           |                     |
| <a href="#">VA 365/ FILM 365/ JRNL 365</a>                                                         | <a href="#">Documentary Video Storytelling</a>                                            |                     |
| <b>Course</b>                                                                                      | <b>Title</b>                                                                              | <b>Credits</b>      |

|                                       |                                                                                      |                |
|---------------------------------------|--------------------------------------------------------------------------------------|----------------|
| <del>GEOG 340/ GDS 340</del>          | <del>Geographies of Development: Landscapes of Inequality</del>                      | <del>4</del>   |
| <del>or GEOG 344</del>                | <del>Geography of Urban Development</del>                                            |                |
| <del>GEOG 353</del>                   | <del>GIS Applications</del>                                                          | <del>4</del>   |
| <del>or GEOG 357/ BIO 357</del>       | <del>Conservation GIS</del>                                                          |                |
| <del>GEOG 360</del>                   | <del>Introduction to Regional and Community Planning and Policy</del>                | <del>4</del>   |
| <del>GEOG 361/ ECON 361</del>         | <del>Environmental Economics</del>                                                   | <del>3-4</del> |
| <del>or GEOG 364</del>                | <del>International Planning and Development Policy: Adapting to Climate Change</del> |                |
| <del>GEOG 362</del>                   | <del>Geography of Tourism and Recreation</del>                                       | <del>4</del>   |
| <del>PLAN 300</del>                   | <del>Planning for Housing: Affordability, Design, and Policy</del>                   | <del>4</del>   |
| <del>PLAN 310</del>                   | <del>Planning Law and Ethics</del>                                                   | <del>4</del>   |
| <del>PLAN 366</del>                   | <del>Resiliency Principles and Spatial Planning</del>                                | <del>4</del>   |
| <del>PLAN 400</del>                   | <del>Theories in Regional and Community Planning</del>                               | <del>4</del>   |
| <del>PLAN 410</del>                   | <del>Indigenizing Planning: Indigenous Land Use and Community Planning</del>         | <del>4</del>   |
| <del>POSC 301</del>                   | <del>The Canadian State and Indigenous Governance</del>                              | <del>3</del>   |
| <del>or IPK 332</del>                 | <del>Indigenous Governance and Leadership</del>                                      |                |
| <del>One of:</del>                    |                                                                                      | <del>4</del>   |
| <del>GEOG 307</del>                   | <del>Climates of Cities</del>                                                        |                |
| <del>GEOG 308</del>                   | <del>Climate Change and Variability</del>                                            |                |
| <del>GEOG 311</del>                   | <del>Global Resources and the Environment</del>                                      |                |
| <del>One of:</del>                    |                                                                                      | <del>4</del>   |
| <del>GEOG 313/ SOC 313</del>          | <del>Agriculture and Rural Life</del>                                                |                |
| <del>GEOG 314</del>                   | <del>Geography of Food</del>                                                         |                |
| <del>GEOG 331</del>                   | <del>Environmental Assessment and Management</del>                                   |                |
| <del>One of:</del>                    |                                                                                      | <del>4-6</del> |
| <del>GEOG 396/ GDS 310/ SOC 396</del> | <del>Canada Internship</del>                                                         | <del>-</del>   |
| <del>GEOG 398/ GDS 311/ SOC 398</del> | <del>International Internship</del>                                                  |                |
| <del>GEOG 460</del>                   | <del>Practicum in Planning</del>                                                     |                |
| <del>One of:</del>                    |                                                                                      | <del>3</del>   |
| <del>CMNS 360</del>                   | <del>Advocacy Writing</del>                                                          |                |
| <del>CMNS 380</del>                   | <del>Communicating in the Cross-Generational Workplace</del>                         |                |
| <del>GD 361</del>                     | <del>Portfolio Development for Visual Communication</del>                            |                |
| <del>VA 365/ FILM 365/ JRNL 365</del> | <del>Documentary Video Storytelling</del>                                            |                |
| <del>Plus:</del>                      |                                                                                      | <del>4-5</del> |
| <del>GEOG 464/ GD 464</del>           | <del>Community Planning and Development: Local Applied Studio</del>                  | <del>-</del>   |
| <del>or GEOG 466/ GD 466</del>        | <del>Community Planning and Development: International Studio</del>                  | <del>-</del>   |

Note 3: In preparing to complete their workplace planning, experience requirement, students should consult with the program chair regarding appropriate placement opportunities. Internships completed as part of GEOG 396/ GDS 310/ SOC 396 or GEOG 398/ GDS 311/ SOC 396 require approval prior to their use in the BRCP program. Students with prior professional experience in planning should also consult with the program chair prior to completing this requirement.

## Minors and Certificates

Students completing the Bachelor of Regional and Community Planning may combine this with a minor [in any other discipline](#), such as [Graphic and Digital Design](#), [Global Development Studies](#), or [Environmental Studies](#). Students can also work towards [an additional credential, such as](#) the [Applied Geographic Information Systems Associate Certificate](#), [Workplace Education Associate Certificate](#), [Geographic Information Systems certificate](#), or [Civic Governance and Innovation certificate](#).

## Program continuance

Program continuance and probation are governed by UFV's [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. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar.

## Residency

[At least 45 credits from the Planning Core, including at least 16 credits of PLAN courses, must be completed at UFV.](#)

~~Students must complete at least 50% of the total credits and at least two thirds of the required upper-level credits at UFV.~~ Transfer credits and credits earned through prior learning assessment, including course challenge, do not meet this requirement. Please see UFV's [Credentials policy \(64\)](#).

## Graduation requirements

To be eligible to graduate students must have completed all the requirements of the Bachelor of Regional and Community Planning with a minimum program GPA of 2.00 and a minimum CGPA of 2.00. Students are encouraged to meet with an academic advisor to plan their courses.

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.

## Course listings

For complete details on courses see the [course descriptions](#) section.

**Memo for Course Changes**

To: UEC Pre-Screening/ UEC

From: Carolyn MacLaren, Director, Continuing Education

Date: January 9, 2025

**Subject: Proposal for revision of CIVI 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:

Continuing Education is seeking approval to change the pre-requisites of CIVI 202 which is a course included in the Civic Governance and Innovation (CGI) certificate program, as per below table. The rationale for changing the pre-requisites is to accommodate students admitted to the Bachelor of Regional and Community Planning (BRCP) under the revised program that includes CIVI 202 as a new requirement of the program.

| Course Code | Course Name                          | Current Pre-requisites                                        | Proposed Pre-requisites                                                                                             |
|-------------|--------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| CIVI 202    | Civic Governance in British Columbia | Admission to the Civic Governance and Innovation certificate. | Admission to the Civic Governance and Innovation certificate or to the Bachelor of Regional and Community Planning. |

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

Program learning outcomes have not been changed.

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

The Bachelor of Regional and Community Planning (BRCP) requirements have been revised, and program updates are undergoing review (beginning in the Faculty of Science). The BRCP changes are intended to improve alignment with requirements for (applied for) degree accreditation with the Professional Standards Board (PSB).

PSB requirements include coursework in:

- *Information Gathering and Analysis*, which can be met by CIVI 200 (one of three options);
- *Policy and Governance*, which will be met by CIVI 202 (new required course);
- *Processes and Policymaking*, which will be met by two required courses from CIVI 302, CIVI 311, and/or CIVI 312.

Note that the original BRCP program design included CIVI courses. They were removed prior to submission to DQAB by the PDQA at the time because appropriate consultation with Continuing Education (CE) had not taken place. This has since occurred, and a plan for CIVI course material adaptation and delivery developed.

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

The Department of Planning, Geography, and Environmental Studies (PGES) has consulted with CE regarding the incorporation of CIVI courses into their 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 \(UNDRIP\)](#).

The curriculum design has not changed. Individual courses in the program incorporate discussion of Indigenous governance structures within the provincial governance systems (CIVI 202 and others), municipal-Indigenous relations (CIVI 302 and higher), and Indigenous values and principles (such as generational thinking) in innovation and changemaking (CIVI 302 and higher). The inclusion of the CIVI courses into the BRCP will also mean that planning students will be able to better bridge learning in Geography and Planning that addresses rights, title, and knowledges with local governance processes and planning.

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

The curriculum design has not changed. Individual courses in the program incorporate discussion of stakeholders in and those impacted by changemaking processes. CIVI courses introduce students to assessment of changemaking processes, and how to be effective and inclusive, these processes must address the needs of and impacts upon diverse populations beyond those immediately involved.

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 outlines for CIVI courses indicate a higher frequency of offer than is currently in place.

Course frequency for CIVI 202, 302, 311, and 312 will increase from current rotation to meet demand from BRCP students. By extension, this will increase opportunities for students taking courses towards the certificate to meet their requirements. Certificate students are part-time, and do not typically take more than one course per year (as

they are employed full-time and frequently utilize annual workplace benefits to pay for tuition); the increased frequency should help ensure course availability for these learners.

The outlines will note that courses are to be offered annually (rather than twice annually) to meet the anticipated needs from both the certificate and degree programs.

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

No additional costs are required as materials are all available electronically.

**CWC comment and response (applies to all CIVI courses):**

According to information provided by Institutional Research, the Civic Governance & Innovation Certificate has a current enrolment of 3 students, down 25% from its peak enrolment of 4 students in 2023. As you are seeking to connect this certificate to the Bachelor of Regional and Community Planning (BCRP) how is the School going to commit to continuing to offer courses with enrolment this low?

As tuition for CIVI courses is 2.3 times regular undergraduate tuition (\$375 vs \$163 / credit), have you surveyed BCRP students or conducted an analysis to determine their likelihood of taking CIVI courses?

*Response:*

*The Civic Governance and Innovation Certificate is a 6-course, 18-credit program that students complete in up to 3 years. This program was developed with input from local government to meet the needs of students who wish to pursue careers in the public sector, including planning. UEC approved this certificate and the UFV Senate approved it in 2021.*

*As you know, this is a non-base funded, credit program that is under the purview of Continuing Education (CE). CE is committed to the delivery of the Civic Governance and Innovation program, and both CE and PGES have repeatedly stated in its memos and emails that this is the case. The CGI certificate currently has 15 students and its fluctuating enrolment in specific courses reflects how students, who include municipal employees, complete professional development (preferring to plan to take individual courses initially over a program). CE has successfully run full cohorts CIVI 200 each semester since the program launched. It ran CIVI 202 previously. CIVI 302 is currently running as an IS because we wanted to support student requests for the course ahead of the planned running of the course in the 2025-26 academic year.*

*As for student demand, it is our understanding that UFV does not typically survey students on what courses should be required to meet professional accreditation in any of our programs. The goal of these revisions to the BRCP is to prepare students for professional accreditation, and the CIVI courses are key to doing this.*

*The increased costs would be experienced by UFV students new to the program, not by current students. Current students can choose to declare in a later calendar, and they are encouraged to do so to improve preparedness for accreditation, but they are not required to.*

*We also note that the current BRCP requirements include GD courses to meet two requirements. For one of these requirements, students take one of: CMNS 360, CMNS 380, GD 361, or VA 365, and seats are limited in each of these courses, meaning that GD 361 is a more likely option. GD courses also bear a higher tuition (\$262/credit) compared to most academic courses (\$163/credit) and we are unaware that a survey was conducted on willingness to pay differential tuition fees for those courses. In short, students therefore already face a differential tuition surcharge for GD credits. (Note: the revisions before UEC this month remove the likelihood that a student has to take GD 361—although it remains an option.)*

*In the new BRCP program requirements, the added cost to the student of taking, say, 3 CIVI courses (e.g., CIVI 202, CIVI 302, CIVI 311) over the duration of a four-year degree is not significant relative to the cost of the degree itself.*

- *120-credits' tuition at current (2024/25) rates: \$21,952.80*
- *8 semesters' student fees at current rates (170.79/ semester): \$1366.32*
- *Total cost, not including health/dental or supplies, GD differential tuition, and not adjusted for inflation or price increases: \$23,319.12*
- *Added tuition (CIVI tuition less base tuition) for 3 courses\*: \$636.78*
- *New, total for BRCP: \$23955.88*
- *Cost added to a degree with three CIVI courses: 2.7%*

*\*Note: Students can opt to only do one CIVI course as they can take non-CIVI courses for other requirements.*

*In comparison, the closest competing program, the SFU REM (Planning) program, costs \$29,440 for 8 semesters of full-time study. UFV, in other words, is still far more competitively priced for students wishing to pursue careers in this sought-after discipline leading to a well-paying field right after graduation. In addition, local government and public administration courses cost more wherever they are offered. For example, the largest postsecondary deliverer of these types of courses, CapU's Local Government program, charges \$1300 per PADM (public administration) course. Many planners end up taking PADM courses (or equivalent) on their own after they graduate from their undergraduate and graduate programs. We are folding this curriculum into the proposed degree requirements.*

*Last, as iterated already, the PLAN courses were expected to be introduced with a differential tuition when the BRCP was launched. We cannot speak to why this was not implemented. However, had it been implemented at, say, the same rate as GD courses (an additional \$100 per credit), then students in the proposed program requirements would have to pay at least an additional \$1800 (far less than the CIVI courses add), and this does not factor in future PLAN courses that are anticipated for addition in the next year.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|---|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIVI 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Civic Governance in British Columbia<br><b>Course Short Title:</b> Civic Governance in BC                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides a conceptual framework and shared language among municipal and Indigenous governments in British Columbia. Examination of the historical and cultural roots of, and legal foundations for, local governments, their role within a broader national political framework, and their relationship with Indigenous communities. Analysis of the impact of local governments and municipal civil servants on communities they serve.<br><br>Note: Field trips outside of class time may be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Civic Governance and Innovation certificate or the Bachelor of Regional and Community Planning.                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>20</b> |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>22</td> </tr> <tr> <td>Tutorials/workshops</td> <td>17</td> </tr> <tr> <td>Experiential (field trip)</td> <td>6</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 22 | Tutorials/workshops | 17 | Experiential (field trip) | 6 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 22        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 17        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> December 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 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 conceptual frameworks behind local governments.
2. Situate, in oral and written presentation, the evolution of local political cultures within its settler-colonial context.
3. Explain common themes in the evolution of local political culture and critically examine its impact on local governance and relationships with Indigenous communities.
4. Articulate the main concepts contained in the local government legislative acts.
5. Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of local government.
6. Utilize multiple information sources, both primary and secondary, including in-person interviews.
7. Reflect on the role of civil servants in local governance.

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

|              |     |                   |     |          |     |
|--------------|-----|-------------------|-----|----------|-----|
| Assignments: | 50% | Field evaluation: | 20% | Project: | 30% |
|--------------|-----|-------------------|-----|----------|-----|

**Details: (sample evaluation)**

- Case study project and poster: 30%
- Post-field trip video and other report: 20%
- Reflections: 20%
- Primary document analysis: 10%
- Structures discussions, mock council presentations, roundtable presentations: 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.)*

Teaching methods will include lectures, seminar discussions and workshops, panel discussion, roundtable, guest presentations and field trips

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

| Type        | Author or description | Title and publication/access details                                                                          | Year    |
|-------------|-----------------------|---------------------------------------------------------------------------------------------------------------|---------|
| 1. Textbook | UBCM                  | Local Government in British Columbia, 4th edition                                                             | Current |
| 2. Textbook | Curry, D              | Multi-level governance in British Columbia: Local perspectives on shifting relations and structures (article) | Current |

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

None.

**Course Content and Topics**

Module 1: Introduction: the mandate of local government in BC

- Overview of course, role of course within certificate and degree programs
- Historical origins of settler local governments in British Columbia, and how these have evolved in part through practices of marginalization of Indigenous peoples and values
- Purpose and power of local governments
- The role of local governments in the system of inter-governmental relations vis-à-vis national, provincial, and regional frameworks; guest speakers from four levels of government
- Key local government legislature and how it influenced the evolution of civic governance in BC
- Case studies in relation to either local government in Abbotsford or one's own municipal government

Module 2: The role of civil service: the occupation versus the calling of local government employees

- Identifying how NOC occupational categories align with broad variety of occupations occur within municipal government
- How does one come across a career in local government? Why working for the government is seen as a good thing from within, while a perceived sign of the status quo from the outside
- Decision-making and power balance between a local government bureaucracy and elected officials. Stability of civic careers versus political cycles– myths and realities.
- Local field trip: "A day in the life of a civil servant"
  - Local government offices and meetings with civic employees, including in-person interviews, career related conversations, attendance at and observations of meetings
  - Student project work (design and conduct mock presentations to Council, post-field trip video report)

**Module 3: Serving communities: institutionalization of local governance within specific ethno-cultural framework**

- How did local governments in BC get institutionalized and bureaucratized?
- What is local political culture? Whose voices are included/ excluded in shaping political culture? Regional variations.
- How does political culture affect municipal culture? What are visible and invisible elements of municipal culture and their impact on local democratic processes and ability to effect change
- Evolution of local Indigenous government in BC. Examples from across BC. Guest speaker(s)
- Cross-municipal perspectives among BC local governments
- Field trip: site visit to a municipal government (virtual or in-person)
  - In-person interviews, career related conversations, attendance at and observations of meetings
  - comparison of geography, size and other specifics of a given municipality
  - post-field reflection on similarities and differences between the two municipalities visited

**Module 4: Commonalties and differences among the local governments in BC; shared history, language, and culture?**

- Panel discussion with civic employees and elected officials
  - What are the distinct features of the city, its municipal workforce and the culture within town hall?
- Adaptation in local political cultures and processes to become more inclusive, empower decolonization efforts, and build towards shared values and multigenerational thinking
- Case studies report and poster presentation at a final roundtable

**Memo for Course Changes**

To: UEC Pre-Screening/ UEC

From: Carolyn MacLaren, Director, Continuing Education

Date: January 9, 2025

**Subject: Proposal for revision of CIVI 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:**

Continuing Education is seeking approval to change the pre-requisites of 302 which is a course included in the Civic Governance and Innovation (CGI) certificate program, as per below table. The rational for changing the pre-requisites is to accommodate students admitted to the Bachelor of Regional and Community Planning (BRCP) under the revised program that includes CIVI 302 as an option to meet their upper-level core requirement in *Processes and Policy-Making*.

Additional course options are included in the list of prerequisites for CIVI 302 to reflect specific course requirements (GEOG 241 and GEOG 260) in the BRCP that ladder well into CIVI courses. POSC 297 has also been added to the prerequisite options for upper-level CIVI courses.

| Course Code | Course Name                              | Current Pre-requisites                                                                                                                            | Proposed Pre-requisites                                                                                                                                                                                                                                  |
|-------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CIVI 302    | Changemaking in Local Government Systems | Admission to the Civic Governance and Innovation certificate and one of: CIVI 200, CIVI 202, ENGL 105, CMNS 120, CMNS 125, PHIL 100, or POSC 100. | One of: CIVI 200, CIVI 202, ENGL 105, CMNS 125, <b>GEOG 241</b> , <b>GEOG 260</b> , PHIL 100, POSC 100, or <b>POSC 297</b> ; and Admission to the Civic Governance and Innovation or to <b>the Bachelor of Regional and Community Planning programs.</b> |

In addition to the prerequisite changes, minor changes have been made to: 1) frequency of offering; 2) course materials; and 3) course content and topics. These changes reflect both current demand for courses (for course frequency), new materials available, and some redesign to the flow of CIVI 302. Small changes to the calendar

description for CIVI 302 reflect the need to focus on processes specific to BC (in line with the Local Government Act) and in Canada. The initial intention to incorporate more comparative case studies from outside Canada is no longer considered a priority for this course in particular.

CIVI 302 includes a change to the assessment methods, to incorporate a requirement to analyze work in a Service Delivery Plans. This replaces the previously listed assessment method ("barriers to change" assessment), and incorporates a tool that most professional civil employees will encounter or develop while in government.

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

Program learning outcomes have not been changed.

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

The Bachelor of Regional and Community Planning (BRCP) requirements have been revised, and program updates are undergoing review (beginning in the Faculty of Science). The BRCP changes are intended to improve alignment with requirements for (applied for) degree accreditation with the Professional Standards Board (PSB).

PSB requirements include coursework in:

- *Information Gathering and Analysis*, which can be met by CIVI 200 (one of three options);
- *Policy and Governance*, which will be met by CIVI 202 (new required course);
- *Processes and Policymaking*, which will be met by two required courses from CIVI 302, CIVI 311, and/or CIVI 312.

Note that the original BRCP program design included CIVI courses. They were removed prior to submission to DQAB by the PDQA at the time because appropriate consultation with Continuing Education (CE) had not taken place. This has since occurred, and a plan for CIVI course material adaptation and delivery developed.

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

The Department of Planning, Geography, and Environmental Studies (PGES) has consulted with CE regarding the incorporation of CIVI courses into their 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 \(UNDRIP\)](#).

The curriculum design has not changed. Individual courses in the program incorporate discussion of Indigenous governance structures within the provincial governance systems (CIVI 202 and others), municipal-Indigenous relations (CIVI 302 and higher), and Indigenous values and principles (such as generational thinking) in innovation and changemaking (CIVI 302 and higher). The inclusion of the CIVI courses into the BRCP will also mean that planning students will be able to better bridge learning in Geography and Planning that addresses rights, title, and knowledges with local governance processes and planning.

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

The curriculum design has not changed. Individual courses in the program incorporate discussion of stakeholders in and those impacted by changemaking processes. CIVI courses introduce students to assessment of changemaking processes, and how to be effective and inclusive, these processes must address the needs of and impacts upon diverse populations beyond those immediately involved.

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 outlines for CIVI courses indicate a higher frequency of offer than is currently in place.

Course frequency for CIVI 202, 302, 311, and 312 will increase from current rotation to meet demand from BRCP students. By extension, this will increase opportunities for students taking courses towards the certificate to meet their requirements. Certificate students are part-time, and do not typically take more than one course per year (as they are employed full-time and frequently utilize annual workplace benefits to pay for tuition); the increased frequency should help ensure course availability for these learners.

The outlines will note that courses are to be offered annually (rather than twice annually) to meet the anticipated needs from both the certificate and degree programs.

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

No additional costs are required as materials are all available electronically.

**CWC comment and response (applies to CIVI 302, 311, and 312):**

- Have Geography and Political Science been consulted regarding the prerequisite changes?

*Geography was already aware, as these are part of the suite of changes taking place with the Planning program. Political Science courses were already used in the pre-requisite options. We only added to what is allowable from POSC to include their new courses (POSC 297, 315, 325). POSC 297 is to be added to the BRCP degree soon. (Students will be able to take POSC 297 instead of, for instance, CIVI 302.) The forthcoming change to include POSC 297 into the BRCP has happened following consultation between PGES and POSC. CE is aligning pre-req options to ensure BRCP students who are taking their POSC can move into CIVI courses.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIVI 302                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Changemaking in Local Government Systems<br><b>Course Short Title:</b> Changemaking in Local Govt<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Comparative review and analysis of political cultures, disruption, experimentation, and learning within local governance systems in B.C. and Canada. Consideration of how local government systems work with other levels of government, with Indigenous partners and governments, and with community members and partners to balance core needs with planning for future demands. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | Admission to the Civic Governance and Innovation certificate or the Bachelor of Regional and Community Planning, and one of CIVI 200, CIVI 202, CMNS 125, ENGL 105, GEOG 241, GEOG 260, PHIL 100, POSC 100, or POSC 297.                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>20</b> |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 25 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> December 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> January 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes:**

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

1. Communicate one's perceptions of and biases related to local government functionality, responsiveness, and learning.
2. Illustrate, using case studies, how local government entities recognize and adapt to changing service environments, new technologies, and dynamic intergovernmental relationships, including with Indigenous governments.
3. Identify factors and values that frequently contribute to change acceptance, tolerance, or resistance in local government organizations.
4. Compare how local governments have set benchmarks for success related to local governance initiatives at different scales and time frames.
5. Unpack the causes of unsuccessful or unsustained initiatives designed to improve local government processes and relations.
6. Explain the significance of inclusive innovation designed for both the near future and for seven generations ahead.
7. Utilize resources that facilitate information sharing and best practices among local governments.
8. Reflect upon the relevance of other local government experiences with changemaking to one's local government systems.

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

|              |     |          |     |        |      |
|--------------|-----|----------|-----|--------|------|
| Assignments: | 75% | Project: | 25% | Total: | 100% |
|--------------|-----|----------|-----|--------|------|

**Details (if necessary):**

Sample evaluation includes:

- Individual project: service delivery plan development and analysis: 25%
- Development of case study communication tool or toolkit for local government employees (e.g., workshop, webinar, etc.): 35%
- Structured discussions, debates: 15%
- Mock presentations appropriate to local government roles: 15%
- Reflection posts: 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.*)

Seminar discussion, webinars and on-line discussions, guest speakers, local 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. Article | Lampe, H.                  | Municipalities' willingness to adopt process innovations (article)                    | 2017         |
| 2. Article | Rzadca, R.                 | Local governance and learning: in search of a conceptual framework (article)          | 2016         |
| 3. Other   | Union of BC Municipalities | UBCM Resolutions Book (produced annually)                                             | current year |
| 4. Other   | OECD                       | Enhancing Innovation Capacity in City Government (report)                             | 2019         |
| 5. Book    | McAllister, M.L.           | Local Governance in Transition: Building sustainable Canadian Communities (UBC Press) | 2024         |
| 6. Book    | McAllister, M.L.           | Governing Ourselves: The Politics of Canadian communities (UBC Press)                 | 2011         |

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

None.

**Course Content and Topics**

Module 1: Course introduction and themes

- Overview of course; role of course within certificate and degree programs
- Why change? Examining the factors driving local governments to change processes and forms of engagement
- Learning from others: the merits and limits to comparing local government changemaking in diverse political contexts
- Shared resources: organizations that connect and support local government (UBCM, LGMA, etc.)
- Collaboration as changemaking: building from evolving intergovernmental relationships, decolonization, and reconciliation as source of innovation and change
- Framing change as needed for today and for the seven generations that follow

**Module 2: The local government context**

- The mandates underlying local government: political constraints and allowances for change
- How do local political cultures and decision-making processes allow for or slow systems change and risk-taking?
- Local government roles and responsibilities in changemaking: Who is involved and engaged in changemaking, and how can changemaking generate shared benefits?
- Preparing for the next 10, 20, 50, 100 years, and the importance of thinking generationally: short vs long-term thinking in local governance

**Module 3: Internal and external drivers of change, and practical tools for changemaking**

- How do municipal employees and political leaders “make sense” of external and internal change needs and demands?
- Examining effective intergovernmental relationships that respond to dynamic needs
- Where Changemaking and Innovation emerge: innovation as both a historically-grounded process and driver of change, new technologies (e.g., AI), the roles of community actors and public sector unions, and learning from other communities’ successes
- Change avoidance, resistance, and resiliency
- Leadership and initiative in changemaking
- Developing service delivery plans

**Module 4: Measuring and benchmarking achievements in local governance changemaking initiatives**

- Distinguishing between changemaking and innovation
- How do local governments measure the results of proposed changes and initiatives, and at what scales and timeframes? Identifying which strategies work in local government contexts and what might be needed to support these strategies.
- Costing out change: the budget realities and opportunities
- What do we learn when change goes sideways, produces unintended consequences, or is not accepted by communities or political leaders?
- How do local governments know when not to change? Following the current course vs. the relative gains of disruption
- How do we make change “stick”?

**Module 5: Communicating and learning from change**

- Recognizing the energy, knowledges, and creativity of those shaping change
- Strategies for developing and sharing ideas, goals, and intended outcomes
- How to come to an agreement on shared purpose, data, outcomes
- Case studies of communicating change
- Strategies for pitching ideas to management and council
- Cultivating the language of generational thinking within local government contexts
- What do we learn about communicating change and change management in complex systems?

**Memo for Course Changes**

To: UEC Pre-Screening/ UEC

From: Carolyn MacLaren, Director, Continuing Education

Date: January 9, 2025

**Subject: Proposal for revision of CIVI 311**

*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:**

Continuing Education is seeking approval to change the pre-requisites of CIVI 311 which is a course included in the Civic Governance and Innovation (CGI) certificate program, as per below table. The rationale for changing the pre-requisites is to accommodate students admitted to the Bachelor of Regional and Community Planning (BRCP) under the revised program that includes CIVI 311 as options to meet their upper-level core requirement in *Processes and Policy-Making*.

Additional course options are included in the list of prerequisites for CIVI 311 to reflect specific course requirements (GEOG 241 and GEOG 260) in the BRCP that ladder well into CIVI courses. POSC 297 has also been added to the prerequisite options for upper-level CIVI courses.

| Course Code | Course Name     | Current Pre-requisites                                                                                                                            | Proposed Pre-requisites                                                                                                                                                                                                             |
|-------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CIVI 311    | How Cities Work | Admission to the Civic Governance and Innovation certificate and one of: CIVI 200, CIVI 202, ENGL 105, CMNS 120, CMNS 125, PHIL 100, or POSC 100. | One of: CIVI 200, CIVI 202, CIVI 302, ENGL 105, CMNS 125, GEOG 241, GEOG 260, PHIL 100, POSC 100, or POSC 297; and Admission to the Civic Governance and Innovation or to the Bachelor of Regional and Community Planning programs. |

In addition to the prerequisite changes, minor changes have been made to: 1) frequency of offering; and 2) course materials. These changes reflect both current demand for courses (for course frequency) and new materials available.

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

Program learning outcomes have not been changed.

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

The Bachelor of Regional and Community Planning (BRCP) requirements have been revised, and program updates are undergoing review (beginning in the Faculty of Science). The BRCP changes are intended to improve alignment with requirements for (applied for) degree accreditation with the Professional Standards Board (PSB).

PSB requirements include coursework in:

- *Information Gathering and Analysis*, which can be met by CIVI 200 (one of three options);
- *Policy and Governance*, which will be met by CIVI 202 (new required course);
- *Processes and Policymaking*, which will be met by two required courses from CIVI 302, CIVI 311, and/or CIVI 312.

Note that the original BRCP program design included CIVI courses. They were removed prior to submission to DQAB by the PDQA at the time because appropriate consultation with Continuing Education (CE) had not taken place. This has since occurred, and a plan for CIVI course material adaptation and delivery developed.

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

The Department of Planning, Geography, and Environmental Studies (PGES) has consulted with CE regarding the incorporation of CIVI courses into their 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 \(UNDRIP\)](#).

The curriculum design has not changed. Individual courses in the program incorporate discussion of Indigenous governance structures within the provincial governance systems (CIVI 202 and others), municipal-Indigenous relations (CIVI 302 and higher), and Indigenous values and principles (such as generational thinking) in innovation and changemaking (CIVI 302 and higher). The inclusion of the CIVI courses into the BRCP will also mean that planning students will be able to better bridge learning in Geography and Planning that addresses rights, title, and knowledges with local governance processes and planning.

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

The curriculum design has not changed. Individual courses in the program incorporate discussion of stakeholders in and those impacted by changemaking processes. CIVI courses introduce students to assessment of changemaking processes, and how to be effective and inclusive, these processes must address the needs of and impacts upon diverse populations beyond those immediately involved.

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 outlines for CIVI courses indicate a higher frequency of offer than is currently in place.

Course frequency for CIVI 202, 302, 311, and 312 will increase from current rotation to meet demand from BRCP students. By extension, this will increase opportunities for students taking courses towards the certificate to meet their requirements. Certificate students are part-time, and do not typically take more than one course per year (as they are employed full-time and frequently utilize annual workplace benefits to pay for tuition); the increased frequency should help ensure course availability for these learners.

The outlines will note that courses are to be offered annually (rather than twice annually) to meet the anticipated needs from both the certificate and degree programs.

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

No additional costs are required as materials are all available electronically.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIVI 311                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> How Cities Work<br><b>Course Short Title:</b> How Cities Work<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the mechanisms of local governance through the experience of B.C. municipal and regional governments, including the organization and internal logic of city and regional governments and local bureaucracies, relationships with Indigenous communities and governments, and communications with the communities they serve. Emphasis is on organizational cultures and practices, and the networks that develop within and across governments. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Civic Governance and Innovation certificate or the Bachelor of Regional and Community Planning, and one of CIVI 200, CIVI 202, CIVI 302, CMNS 125, ENGL 105, GEOG 241, GEOG 260, PHIL 100, POSC 100, or POSC 297.                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>20</b> |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 25 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> December 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes:**

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

1. Identify the legislative context in which local governments in British Columbia operate.
2. Detail the types of relationships that emerge between elected officials, local bureaucracies, the private sector, Indigenous communities and governments, and residents.
3. Critically discuss how organizational structures contribute to or reduce opportunities for shared problem solving within local government.
4. Communicate the significance of mentorship, inclusive hiring, and multigenerational teamwork in carrying out the responsibilities of local governments.
5. Compare how decision-making processes typically evolve within different local government cultures and hierarchies.
6. Elaborate on processes for public engagement and their comparative shortcomings and strengths.
7. Debate the differences that arise in public engagement with local government that result from residents being viewed or viewing themselves as taxpayers, citizens, clients, consumers, or experts.
8. Articulate the importance of including Indigenous knowledge in decision-making processes.
9. Reflect upon one's own biases regarding where knowledge and expertise in decision making is most often produced (e.g., through elected leadership, business leaders, trained professionals, the public, etc.).

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

|              |     |          |     |        |      |
|--------------|-----|----------|-----|--------|------|
| Assignments: | 75% | Project: | 25% | Total: | 100% |
|--------------|-----|----------|-----|--------|------|

**Details:**

Sample evaluation includes:

- Internal communications project (team): 25%
- Organizational map analysis: 25%
- Simulations: 20%
- Structured discussions, debates, and presentations: 20%
- Reflection: 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.*)

Seminar discussion, webinars and on-line discussions, 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. Article | Curry, D.                   | Multi-level governance in British Columbia: Local perspectives on shifting relations and structures (article)  | 2018 |
| 2. Article | Brydon, M. and Vining, A.   | Combining Citizen Participation and Expert Analysis: A wild, wild horses problem in British Columbia (article) | 2016 |
| 3. Article | Newell, R. and Picketts, I. | Spaces, places, and possibilities: A participatory approach for developing...(article)                         | 2020 |
| 4. Book    | UBCM                        | Local Government in British Columbia, 4th edition                                                              | 2008 |
| 5. Book    | McAllister, M.L.            | Local Governance in Transition: Towards sustainable Canadian communities (UBC Press)                           | 2024 |

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

None.

**Course Content and Topics**

Module 1: Course introduction and themes

- Overview of course; role of course within certificate and degree programs
- Review of local government mandates, purpose, and intergovernmental essentials in BC
- Asked to do more, often with less: The legislative context for local government in BC and how this compares to local governments elsewhere in Canada and in the US
- Local government as organization, as system, and as network
- Protocols for engaging with elected officials, including councils

Module 2: Local government as structure vs. local government as system

- Where does the power lie? Differentiating between decision making by elected officials, appointed leadership, and rank-and file local government employees
- Internal Logics: How does the structure of local government often reflect past priorities and legislated mandates, rather than necessarily future needs?
- In the boardroom or lunchroom...or not at all: How do units within local government “talk” to each other?
- Flexibility and adaptability within local government: disruptive, productive, or just frustrating?

**Module 3: Public hearings vs. hearing the public**

- How do relationships between local government entities and the public differ from other forms of government-public relations?
- Why does public trust in government matter for day-to-day operations?
- Examining the mechanisms (legal and optional) for public engagement and the points at which the public informs decision making
- Who are John and Jane Q Public, Part I? Balancing the identities of the taxpayer, citizen, client, consumer, and knowledge keeper
- Who are John and Jane Q Public, Part II? Recognizing who gets involved and whose voices are often over-represented or, alternatively, not heard at all
- Building public knowledge of and confidence in local government systems and processes
- Creating reciprocal systems in government innovation, including one with shared benefits and knowledges

**Module 4: Who are the experts in the room?**

- Building inclusive teams and developing mentors within local government
- Technological change, internal organization, cross-functionality, and skills gaps
- Incorporating Indigenous knowledge into decision making
- Finding balance between expert-led processes vs grassroots, authentic public engagement

**Memo for Course Changes**

To: UEC Pre-Screening/ UEC

From: Carolyn MacLaren, Director, Continuing Education

Date: January 9, 2025

**Subject: Proposal for revision of CIVI 312**

*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:

Continuing Education is seeking approval to change the pre-requisites of CIVI 312 which is a course included in the Civic Governance and Innovation (CGI) certificate program, as per below table. The rational for changing the pre-requisites is to accommodate students admitted to the Bachelor of Regional and Community Planning (BRCP) under the revised program that includes CIVI 312 as options to meet their upper-level core requirement in *Processes and Policy-Making*.

Additional course options are included in the list of prerequisites for CIVI 312 to reflect specific course requirements (GEOG 241 and GEOG 260) in the BRCP that ladder well into CIVI courses. POSC 297 has also been added to the prerequisite options for upper-level CIVI courses.

| Course Code | Course Name                                              | Current Pre-requisites                                                                                                                                                                                    | Proposed Pre-requisites                                                                                                                                                                                                                                                                                                                                                 |
|-------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CIVI 312    | Risk Tolerance and Capacity Building in Local Governance | Admission to the Civic Governance and Innovation certificate, (one of: CIVI 200, CMNS 120, CMNS 125, ENGL 105, PHIL 100, or POSC 100), and (one of: CIVI 202, CIVI 302, CIVI 311, POSC 305, or POSC 312). | (one of: CIVI 200, CMNS 125, ENGL 105, <b>GEOG 241, GEOG 260</b> , PHIL 100, or POSC 100), and (one of: CIVI 202, CIVI 302, CIVI 311, <b>GEOG 360, PLAN 300 or above, POSC 297, POSC 305, POSC 312, POSC 315, or POSC 325</b> ); and Admission to the Civic Governance and Innovation certificate or to <b>the Bachelor of Regional and Community Planning program.</b> |

In addition to the prerequisite changes, minor changes have been made to: 1) frequency of offering; and 2) course materials. These changes reflect both current demand for courses (for course frequency) and new materials available.

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

Program learning outcomes have not been changed.

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

The Bachelor of Regional and Community Planning (BRCP) requirements have been revised, and program updates are undergoing review (beginning in the Faculty of Science). The BRCP changes are intended to improve alignment with requirements for (applied for) degree accreditation with the Professional Standards Board (PSB).

PSB requirements include coursework in:

- *Information Gathering and Analysis*, which can be met by CIVI 200 (one of three options);
- *Policy and Governance*, which will be met by CIVI 202 (new required course);
- *Processes and Policymaking*, which will be met by two required courses from CIVI 302, CIVI 311, and/or CIVI 312.

Note that the original BRCP program design included CIVI courses. They were removed prior to submission to DQAB by the PDQA at the time because appropriate consultation with Continuing Education (CE) had not taken place. This has since occurred, and a plan for CIVI course material adaptation and delivery developed.

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

The Department of Planning, Geography, and Environmental Studies (PGES) has consulted with CE regarding the incorporation of CIVI courses into their 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 \(UNDRIP\)](#).

The curriculum design has not changed. Individual courses in the program incorporate discussion of Indigenous governance structures within the provincial governance systems (CIVI 202 and others), municipal-Indigenous relations (CIVI 302 and higher), and Indigenous values and principles (such as generational thinking) in innovation and changemaking (CIVI 302 and higher). The inclusion of the CIVI courses into the BRCP will also mean that planning students will be able to better bridge learning in Geography and Planning that addresses rights, title, and knowledges with local governance processes and planning.

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

The curriculum design has not changed. Individual courses in the program incorporate discussion of stakeholders in and those impacted by changemaking processes. CIVI courses introduce students to assessment of changemaking processes, and how to be effective and inclusive, these processes must address the needs of and impacts upon diverse populations beyond those immediately involved.

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 outlines for CIVI courses indicate a higher frequency of offer than is currently in place.

Course frequency for CIVI 202, 302, 311, and 312 will increase from current rotation to meet demand from BRCP students. By extension, this will increase opportunities for students taking courses towards the certificate to meet their requirements. Certificate students are part-time, and do not typically take more than one course per year (as they are employed full-time and frequently utilize annual workplace benefits to pay for tuition); the increased frequency should help ensure course availability for these learners.

The outlines will note that courses are to be offered annually (rather than twice annually) to meet the anticipated needs from both the certificate and degree programs.

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

No additional costs are required as materials are all available electronically.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): March 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIVI 312                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Risk Tolerance and Capacity Building in Local Governance<br><b>Course Short Title:</b> Risk & Capacity Bldg Local Gov<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines dimensions of innovation and learning within local governance contexts needed to confront future challenges. Focus on how organizations take calculated risks and move from risk avoidance to risk acceptance, and how to do so in ways that build from a diversity of voices within local government, from Indigenous knowledge and values, and through public engagement. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | Admission to the Civic Governance and Innovation certificate or the Bachelor of Regional and Community Planning, (one of CIVI 200, CMNS 125, ENGL 105, GEOG 241, GEOG 260, PHIL 100, or POSC 100), and (one of CIVI 202, CIVI 302, CIVI 311, PLAN 300-level or above, POSC 297, POSC 305, POSC 312, POSC 315, or POSC 325).                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                        |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                    |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>20</b> |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 25 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                      | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                  | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> December 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> January 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes:**

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

1. Contrast varied political and cultural conceptualizations of innovation, including that building from Indigenous and shared knowledge and practices, that can be used in a governance context.
2. Identify who the decisionmakers and stakeholders are when unpacking problems that need to be addressed.
3. Critically debate the merits of incremental compared to increasingly transformative change and bottom up to top-down change in varied local governance contexts.
4. Identify strategies for collaboration across units within local governments needed to breakdown internal barriers to process, organizational, and service innovations.
5. Define context-specific strategies for improving diverse and inclusive participation in new initiatives.
6. Identify available data and data gaps important to managing risk and supporting success in proposed innovations.
7. Reflect upon the importance of transparency, accountability (political, economic, etc.), and equity in shepherding new initiatives.

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

|              |     |          |     |        |      |
|--------------|-----|----------|-----|--------|------|
| Assignments: | 70% | Project: | 30% | Total: | 100% |
|--------------|-----|----------|-----|--------|------|

**Details:**

Sample evaluation includes:

- Project: Team initiative proposal: 30%
- Problem-specific data and resource assessment: 20%
- Simulations: 20%
- Structured discussions, debates, and presentations: 20%
- Reflection: 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.*)

Seminar discussion, webinars and on-line discussions, 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. Article | Timeus, K. and Gasco, M.    | Increasing Innovation Capacity in City Governments (article)                                                                                           | 2018 |
| 2. Article | Clausen, T. et al.          | Intensity of Innovation in Public Sector Organizations (article)                                                                                       | 2020 |
| 3. Article | Galvin, P.                  | Local government, multilevel governance, and cluster-based innovation strategies (article)                                                             | 2019 |
| 4. Other   | OECD                        | Enhancing Innovation Capacity in City Government (report)                                                                                              | 2019 |
| 5. Book    | Goldstein, B. and Dyson, L. | Beyond Transparency: Open Data and the Future of Civic Innovation                                                                                      | 2013 |
| 6. Book    | McAllister, M. L.           | Local Governance in Transition: Building sustainable Canadian communities (UBC Press)                                                                  | 2024 |
| 7. Article | Knox, S., and Cadavid, M.   | A practice approach to fostering employee engagement in innovation initiatives in public sector organisations. <i>Public Management Review</i> 25 (11) | 2023 |

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

None.

**Course Content and Topics**

Module 1: Course introduction and themes

- Overview of course; role of course within certificate and degree programs
- Where does inspiration for change come from? Considering the source of innovation within local governance systems (public, organizational, municipal, political)
- Innovation as shared value: from applying traditional, place-based, and Indigenous knowledge to new contexts and challenges
- Planning for innovation: how governments plant the seed for change
- Striking a balance between fostering risk and innovation with meeting core needs, service obligations, and intergovernmental partnerships

**Module 2: Innovation in local governance**

- What does innovation mean in a local governance context? Incrementalism relative to transformation
- Innovation as historic practice: how disruption becomes codified over time
- Innovation as a proactive rather than reactive process
- Innovation as a shared process: collective efforts at change-making across local governments and in shared governance

**Module 3: Breaking down organizational resistance**

- Mapping organizational inflexibilities (policies, procedures, personnel) and building up intra-organizational communications to support new projects
- Assessing risk levels within an organization, impacts of changes on employees, and ensuring shared benefits of change
- The importance of building partnerships with Indigenous communities and governments, local organizations, community groups, and the private sector: capacity building, resources, information and knowledge, and public support
- Too many projects, too little time, part I: When does innovation align with organizational priorities?

**Module 4: Matching best intentions to political realities**

- Too many projects, too little time, part II: When does innovation align with political priorities?
- Recognizing stakeholders and decision-makers in change-making processes, and areas of common ground or, alternatively, irreconcilable differences
- Building capacity for long-term organizational thinking in short-term political climates
- Innovation when public trust in local governments is waning; using innovation to enhance public confidence and participation

**Module 5: Transparency, accountability, and inclusion**

- Too many projects, too little time, part III: When does innovation align with public priorities?
- Strategies for public and political engagement, including that of other units within local governments and neighbouring governments
- Innovation equity: assessing whether the benefits of change are shared or exclusionary
- Identifying and using appropriate data ethically to support arguments for change
- Setting realistic timelines and targets

**Memo for Program Change**

To: CACC, UEC

From: Shelley Liebembuk, SOCA Director

Date: Feb. 24, 2025

**Subject: Program change Visual Arts 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: **Error correction**

2. Rationale for change(s):

While the last change to the VA minor program was approved by UEC in Nov. 2024, in May 2024 an error in the program requirements was noted, namely, that the requirements stated that students must complete 15 upper-level credits, but it was not possible for a student to complete 15 upper-level credits from the options given. The most a student could complete was 14 if they only chose the 4-credit upper-level course options, and the lower-level AH options listed could not be chosen.

To correct this error, the proposed change is to require 14 upper-level credits. To accommodate this upper-level course requirement, we are removing lower-level AH courses from our options.

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?

At the program level, students are required to take one course that is focused on Indigenous content (AH 321, FILM 313, or SOCA 301). We did remove the lower-level AH course in this grouping, due to the need to ensure students meet upper-level course requirements.

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. Currently, students in the VA minor are working with Advising on a case-by-case basis, as the requirements and the course offerings listed do not match. 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 Minor Learning Outcomes**

1. Demonstrate competence in visual art techniques, materials, and contexts of making.
2. Collaborate effectively and respectfully with diverse peers
3. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works
4. Apply inclusive, equitable, and diverse perspectives to the study of visual art and visual culture
5. Behave ethically in relation to creative practices
6. Articulate why art matters – to themselves and to communities

**VA LEARNING OUTCOMES MAPPING - MINOR**

I – Introduction of outcome

P – Practice/enrichment of outcome

M – Mastery/graduation-level achievement

| Course Learning Outcomes                                             | Program Learning Outcome                                                                           | Institutional Learning Outcome                                                                                                                         |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| I – VA 100<br>P – List A<br>M – List B                               | Demonstrate competence in visual art techniques, materials, and contexts of making.                | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| I – VA 100<br>P – List A<br>M – List B                               | Collaborate effectively and respectfully with diverse peers                                        | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| I – VA 100<br>P – List A<br>M – List B                               | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works. | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| I – SOCA 100<br>P/M – Indigenous content requirement/AH requirements | Apply inclusive, equitable, and diverse perspectives to the study of visual art and visual culture | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| I – VA 100<br>P – AH requirements<br>M – VA 300/VA 301               | Behave ethically in relation to creative practices                                                 | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |
| I – SOCA 100<br>P/M – AH requirements, VA 300/VA 301                 | Articulate why art matters – to themselves and to communities,                                     | Contribute regionally and globally<br>Communicate effectively                                                                                          |

## Visual Arts 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 outline

Students must complete requirements in three areas:

- Visual Arts core: ~~15~~16-17 credits
- Materials and methods: 6 credits
- Advanced and thematic approaches: ~~3-6~~ credits

~~Students must complete a minimum of 14-15 credits at the 300-level or higher.~~

### Visual Arts core: ~~15~~16-17 credits

| Course         | Title                                                                 | Credits        |
|----------------|-----------------------------------------------------------------------|----------------|
| SOCA 100       | Ways of Seeing Art, Digital Media, and Visual Culture                 | 3              |
| VA 100         | Introduction to Visual Art                                            | 3              |
| VA 300         | Creative Research Methods                                             | 3              |
| or VA 301      | Creative Praxis                                                       |                |
| <b>One of:</b> |                                                                       | 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 |                |
| <b>Plus:</b>   |                                                                       | <del>3-4</del> |
| AH             | Any <del>200- or</del> 300-level AH course                            |                |

### Materials and methods: 6 credits

| Course         | Title                                                                          | Credits |
|----------------|--------------------------------------------------------------------------------|---------|
| <b>Two of:</b> |                                                                                | 6       |
| 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(s) (see Note)                                          |         |

Note: Students may select 6 credits of 200-level VA.

Advanced and thematic approaches: ~~6~~3 credits

| Course                 | Title                                               | Credits        |
|------------------------|-----------------------------------------------------|----------------|
| <del>One</del> Two of: |                                                     | <del>3</del> 6 |
| 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                     |                |

**Memo for Program Changes**

To: FSCC, SFC, UEC

From: Ian Affleck, Associate Dean of Science

Date: Jan 23, 2025

**Subject: Program change (Associate of Science)**

1. Summary of changes (select all that 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 Associate of Science (ASc) is a provincially regulated degree program. Requirements are described at the BCCAT website. Post-secondary institutions in BC whose regular course offerings allow students to complete the provincial requirements of the ASc may offer Associate of Science degree as a credential at their institution. Their ASc requirements must adhere to the minimum requirements set provincially, but may be more restrictive.

The requirements of the ASc at UFV are more restrictive than those set provincially in several ways. We wish to relax those unnecessary restrictions in order to make the ASc more attractive for prospective students, and less challenging to complete without course repetitions. (As a two-year university Science program, the ASc could be quite attractive to international students.) Four relaxations to UFV's ASc requirements are described below (items A-D), the last of which enables a relaxation to the admission requirements (item E).

- A. The ASc at UFV requires at least six courses at the second-year level, while the provincial requirement is only 18 credits at the second-year level. Because many second-year Science courses at UFV are 4 credits, particularly in Biology, Chemistry, Computing Science, and Physical Geography, this means that ASc students at UFV often must take significantly more credits than the provincial ASc description requires, in order to accumulate their second-year credits. Thus one change proposed here is to simply require 18 credits at the second-year level.

- B. The ASc at UFV requires at least 18 courses to be completed, each one meeting a specific provincial requirement. Since the provincial requirements are defined by minimum number of credits required in certain areas of study, and the UFV courses being used toward them vary from 3 to 5 credits, the total number of credits required to complete all 18 courses required at UFV can be significantly higher than the 60 credits required of the ASc provincially. Thus a second change here is to describe the requirements for the ASc at UFV in terms of total credits, and credits required in certain areas of study, rather than in terms of courses.
  - C. The ASc at UFV currently has an unnecessarily restrictive list of courses which may be used toward the Science credits of the degree. Provincial requirements state that a course is eligible to be used toward the Science credits if it transfers to a university-level course at one of SFU, UBC-V, UBC-O, UNBC, or UVic for which that institution has a Bachelors degree. Changes proposed here align the UFV Science course eligibility description much closer to the provincial description, with just some special purpose courses removed.
  - D. The provincial ASc requires at least 6 credits of mathematics courses, including at least 3 credits of Calculus, while the UFV ASc requires 8 credits of mathematics courses, all Calculus: both MATH 111 and MATH 112. The third change here is to allow any of MATH 110, 112, 118, or 125 to be taken as a second math course alongside MATH 111 (Calculus I) in the UFV ASc.
  - E. Because ASc students at UFV will now have the option of taking MATH 110 (a prerequisite course for MATH 111) in advance of MATH 111 to fulfill the math requirement, the mathematics component of the entrance requirement of the ASc can be relaxed to match that of MATH 110, rather than that of MATH 111.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
- Program outcomes are not changing.
4. What consideration has been given to Indigenizing the curriculum?
- Indigenous students are under-represented in Science programs at UFV. We hope that by making the admission requirements more inclusive, and course options and pathways of study in the ASc more flexible, more Indigenous students will see an opportunity to explore their area(s) of interest in Science at UFV. For example, student will now be able to use UFV Environmental Studies courses ENV 200 (transfers to Environmental Science at UNBC) and ENV 212 (transfers to Earth and Environmental Sciences at UBC-O) toward their ASc degree.
5. Will additional resources be required? If so, how will these costs be covered?
- No additional resources will be required.

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

The program will be easier to gain admission to, and the requirements will be easier to complete within four semesters of study. We anticipate that the changes will increase enrolment in the program, particularly international student enrolments.

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?

There is no program-specific discipline in the ASc. There could be marginally fewer enrolments per ASc student in second-year science courses, as some will now be able to complete the degree with five second-year courses rather than six, but we expect that this will be more than offset by the increase in enrolments overall in the ASc.

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 change in resources usage will be necessary to accommodate the changes.

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, the ASc continue to require the same number of credits (6) of English or Communications courses and the same number of credits (6) of Arts courses other than English or Communications.

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

**CWC comments and responses:**

- Are there budgetary implications if students will now be taking fewer credits for the same credential?

*We don't anticipate significant budgetary implications. Most students in the ASc will be able to complete it with one or two fewer courses than before, but we hope that this will be offset by increased enrolment in the program.*

- Pre-Check recommends rephrasing the residency requirement to state the minimum number of credits that must be taken at UFV, rather than the maximum number that can be transferred in.

*Yes, this makes sense as the total number of credits will be 60 or only slightly above now. We can require that at least 30 credits are completed through courses taken at UFV.*

- Graduation requirements do not include a minimum GPA.

*Good point. The provincial standard for Associate of Science and Associate of Arts degrees is as follows: "An average overall grade of "C" (cumulative GPA of 2.0 or its equivalent) calculated on all courses counting towards the associate degree must be achieved."*

*(<https://www.bctransferguide.ca/learn-more-about/associate-degrees/>). We need to state this in the graduation requirements.*

## Associate of Science degree

The Associate of Science (ASc) degree is a program of academic study for students pursuing educational or career goals in the natural sciences. The ASc may serve as an educational goal in itself, as qualification for those who wish to pursue further education at UFV or another institution, or as a qualification for employment.

The Associate of Science degree requires satisfactory completion of a minimum of ~~18 courses (60 to 75 credits)~~ 60 credits. Not all ~~science~~ courses applicable to the ASc are offered every semester. Therefore, it is important that students work with an Academic Advisor to carefully plan their courses in a sequential manner, paying particular attention to course prerequisites.

### Entrance requirements

#### Option 1: Secondary school (for students with secondary school graduation only)

B.C. secondary school graduation or equivalent, with a minimum C+ average calculated on:

- English Studies 12 or English First Peoples 12 (see Note).
- Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of BC.
- One of Biology 12, BIO 093, Chemistry 12, CHEM 093, Geography 12, Geology 12, or Physics 12.

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

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

1. Nine or more university-level credits with a minimum CGPA of 2.00 calculated on all university courses attempted. (Students with less than 9 credits attempted will be evaluated based on their secondary school graduation as described above.)
2. **Mathematics requirement:** one of the following:
  - Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of ~~BC~~
  - Calculus 12 with a minimum grade of B
  - Applications of Mathematics 12 with a minimum grade of C+
  - ~~MATH 092 and MATH 093, each with a minimum grade of B~~
  - ~~MATH 094 and MATH 095 with a minimum grade of B (discontinued)~~
  - ~~MATH 096 with a minimum grade of B~~
  - ~~MDPT score of 7055% or better~~
  - ~~MATH 110 with a minimum grade of C+~~
  - ~~MATH 111 with a minimum grade of C~~
  - ~~MATH 112~~
  - ~~MATH 118~~ MATH 110 or MATH 111 or MATH 112 or MATH 118
3. **Science requirement:** one of the following courses, with a minimum grade of C+:
  - ~~Biology: Anatomy and Physiology 12,~~ Biology 12, BIO 093, or BIO 111
  - ~~Chemistry:~~ Chemistry 12, CHEM 093 (discontinued), CHEM 110, or CHEM 113
  - ~~Computer Science:~~ COMP 150, COMP 152, or COMP 155
  - ~~Geography:~~ Geography 12, Physical Geography 12, GEOG 101 (discontinued), GEOG 102 (discontinued), GEOG 103, or GEOG 111
  - ~~Geology:~~ Geology 12 or GEOG 116
  - ~~Physics:~~ Physics 12, PHYS 093, PHYS 100, PHYS 101, PHYS 105, or PHYS 111
  - ~~Statistics:~~ STAT 104 or STAT 106
4. **English requirement:** 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.

Attendance at a New Student Orientation or meeting with an Academic Advisor is recommended.

Students who do not meet these requirements might consider [Qualifying Studies](#).

## When to apply

Applications are accepted for entrance to the [Summer](#), Fall and Winter semesters. For application deadlines, see [Specific intake application process](#).

## How to apply

1. Apply online at [ufv.ca/admissions/apply](https://ufv.ca/admissions/apply).

### Additional documents required for a complete application:

- For secondary school entrance, a final official transcript (if graduated). For students currently in Grade 12, see the [secondary school grades and transcripts](#) section of the [Admissions](#) website for more information.
  - For university students, 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.
2. Proof of completion of prerequisites is required for course registration. It is essential that applicants submit an official secondary school transcript at least two weeks before registration.

3. 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.

## Basis for admission decision

If the university needs to limit the number of students in the Associate of Science program, 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.

Applicants who do not meet the minimum standard may be admitted to [Qualifying Studies](#).

## Fees and additional costs

See the [Fees and Other Costs](#) section. Books and additional supplies may be required.

## Program duration

With appropriate planning, the Associate of Science requirements can be completed in two years of full-time study. Students staying for a longer period may wish to pursue the [Co-operative Education](#) option. All graduation requirements must be completed within 10 years of initial entry to the program.

## Location

First-year courses can be completed at either the Abbotsford or Chilliwack campus. Currently, most courses beyond first year are only offered at the Abbotsford campus.

## Program outline

The following is the Associate of Science program outline. Students wishing to complete the program in four semesters should follow the suggested outline below. Students who do not follow the suggested outline may take longer to complete the program. The ASc requires at least 60 credits of university-level courses. This must include at least 18 credits in eligible Science courses (See Note 1) at the second-year level or above, taken in two or more subject areas. The five specific requirements below must also be met, with no course being used to meet more than one of the specific requirements:

- i. Two of ENGL 104, ENGL 105, ENGL 108, ENGL 170, and CMNS 125;
- ii. 6 credits in eligible math courses (See Note 1), including at least one of MATH 111, 112, 118, 211;
- iii. 36 credits in eligible science courses (See Note 2), including at least 3 credits in a Laboratory-based science course (See Note 3);
- iv. 6 credits in eligible Arts courses (See Note 4);
- v. 6 credits in eligible Arts, Science, or other courses (See Note 5).

Note 1: Eligible math courses for requirement (ii) include MATH 110, 111, 112, 118, 125, 152, 211, 221, 225, 255, 265, 270, 312, 316, 322, 370, 416, 480.

Note 2: Eligible science courses for requirement (iii) include:

- ASTR 101, 103, 104,
- BIO 105, 106, 111, 112, 201, 202, 210, 219, 220, 301, 306, 307, 309, 310, 312, 319, 320, 330, 410, 419, 430,
- CHEM 110, 113, 114, 116, 150, 213, 214, 221, 224, 241, 311, 324, 325, 401, 412, 422, 444,
- CIS 100, 110, 145, 190, 192, 221, 224 (counts as first-year), 245, 270, 285 (counts as first-year), 292 (counts as first-year),
- COMP 120, 125, (150 or 152), 155, 230, 251, 256, 340, 370, 380,
- ENV 200, 212,
- GEOG ~~101, 102~~, 103, 105, 111, 116, 117, 201, 202, 211, 219, 251, 252, 253, 257, 302, 303, 304, 307, 315, 318, 319, 353, 402, 419, 453, 454,

- KIN 103, 160, 161, 163, 170, 215, ~~220C-F (counts as first-year)~~, 221, 260 (counts as first-year course), ~~261, 266 (counts as first-year course)~~, 268, 270, 272, 370~~365~~
- All eligible math courses (See Note 1).
- PHYS 100, 101, 105, 111, 112, 221, 225, 231, 232, 311, 312, 321, 325, 381, 382, 402, 412,
- STAT 104, 106, 270, 271, 272, 315, 330, 350, 370, 450.

Note 3: Eligible Laboratory-based Science courses for requirement (iii) include:

- ASTR 103 and 104,
- BIO 106, 111, and 112,
- CHEM 110, 113, and 114,
- ENV 200,
- GEOG 103 and 116,
- KIN 163 and 170,
- PHYS 100, 101, 105, 111, 112.

Note 4: an eligible Arts course is defined to be any course in a subject area for which there is a Baccalaureate of Arts degree at SFU or UBC-V or OBC-O or UNBC or UVic. Courses used in requirement (iv) must be in a subject other than English and Communications, and may not include mathematics and laboratory-based science courses.

Note 5: an eligible course in an “other” area is defined to be any course in a subject area for which there is a Baccalaureate degree other than in Arts, Science, or Applied Science at SFU or UBC-V or OBC-O or UNBC or UVic.

Below is an example of a four-semester Associate of Science schedule with 15 credits per semester, for a student interested in Math and Computing. The table columns to the right indicate how each course’s credits count towards specific requirements (i)-(v) and requirement for 18 credits at the second-year and above.

|                       | <u>(i)</u> | <u>(ii)</u> | <u>(iii)</u> | <u>(iv)</u> | <u>(v)</u> | <u>2<sup>nd</sup> year<br/>and above</u> |
|-----------------------|------------|-------------|--------------|-------------|------------|------------------------------------------|
| <u>Semester 1:</u>    |            |             |              |             |            |                                          |
| <u>MATH 111</u>       |            |             | <u>4</u>     |             |            |                                          |
| <u>COMP 152</u>       |            |             | <u>4</u>     |             |            |                                          |
| <u>GEOG 103 (lab)</u> |            |             | <u>4</u>     |             |            |                                          |
| <u>ECON 100</u>       |            |             |              | <u>3</u>    |            |                                          |
| <u>Semester 2:</u>    |            |             |              |             |            |                                          |
| <u>MATH 112</u>       |            |             | <u>4</u>     |             |            |                                          |
| <u>MATH 125</u>       |            |             | <u>4</u>     |             |            |                                          |
| <u>COMP 155</u>       |            |             | <u>4</u>     |             |            |                                          |
| <u>ECON 101</u>       |            |             |              | <u>3</u>    |            |                                          |
| <u>Semester 3</u>     |            |             |              |             |            |                                          |
| <u>MATH 211</u>       |            | <u>3</u>    |              |             |            | <u>3</u>                                 |
| <u>MATH 225</u>       |            | <u>3</u>    |              |             |            | <u>3</u>                                 |
| <u>MATH 255</u>       |            |             | <u>3</u>     |             |            | <u>3</u>                                 |
| <u>ENGL 105</u>       | <u>3</u>   |             |              |             |            |                                          |
| <u>IPK 106</u>        |            |             |              |             | <u>3</u>   |                                          |
| <u>Semester 4</u>     |            |             |              |             |            |                                          |
| <u>MATH 221</u>       |            |             | <u>3</u>     |             |            | <u>3</u>                                 |
| <u>MATH 265</u>       |            |             | <u>3</u>     |             |            | <u>3</u>                                 |
| <u>COMP 230</u>       |            |             | <u>3</u>     |             |            | <u>3</u>                                 |
| <u>CMNS 125</u>       | <u>3</u>   |             |              |             |            |                                          |
| <u>GEOG 130</u>       |            |             |              |             | <u>3</u>   |                                          |
| <u>Total</u>          | <u>6</u>   | <u>6</u>    | <u>36</u>    | <u>6</u>    | <u>6</u>   | <u>18</u>                                |

## First year

### Semester I (Fall)

| <b>Course</b> | <b>Title</b>                               | <b>Credits</b> |
|---------------|--------------------------------------------|----------------|
| MATH 111      | Calculus I                                 | 4              |
| Plus:         | Two 100-level science courses (see Note 1) | 8-10           |

|       |                                                                        |     |
|-------|------------------------------------------------------------------------|-----|
| Plus: | One 100-level science or other transferable course (see Notes 1 and 4) | 3-5 |
|-------|------------------------------------------------------------------------|-----|

**Semester II (Winter)**

| Course   | Title                                              | Credits |
|----------|----------------------------------------------------|---------|
| MATH 112 | Calculus II                                        | 4       |
| Plus:    | Two 100-level science courses (see Note 1)         | 8-10    |
| Plus:    | One lower-level science course (see Notes 1 and 2) | 4-5     |

**Second year**
**Semester III (Fall)**

| Course   | Title                                        | Credits |
|----------|----------------------------------------------|---------|
| ENGL 105 | Academic Writing                             | 3       |
| Plus:    | One Arts elective (see Note 3)               | 3       |
| Plus:    | Three 200-level science courses (see Note 2) | 9-12    |

**Semester IV (Winter)**

| Course         | Title                                                            | Credits |
|----------------|------------------------------------------------------------------|---------|
| <b>One of:</b> |                                                                  | 3-4     |
| ENGL 104       | Introduction to Creative Writing                                 | -       |
| ENGL 108       | Introduction to Literature                                       | -       |
| ENGL 170       | Topics in Literature                                             | -       |
| CMNS 120       | Communicating in University (discontinued)                       | -       |
| CMNS 125       | Communicating Professionally to Academic and Workplace Audiences | -       |
| Plus:          | One Arts elective (see Note 3)                                   | 3       |
| Plus:          | Three 200-level science courses (see Note 2)                     | 9-12    |

Note 1: 100-level science courses should be applicable to the Bachelor of Science. Selection should be made based on the student's area of interest and in consultation with an Academic Advisor. Applicable courses: BIO 111, BIO 112, CHEM 113, CHEM 114, COMP 125, (COMP 150 or COMP 152), COMP 155, GEOG 101, GEOG 102, GEOG 103, GEOG 116, MATH 125, PHYS 111, PHYS 112, STAT 104, and STAT 106.

~~Note 2: 200-level science courses should be applicable to the Bachelor of Science and cover two or more subjects. Selection should be made based on the student's area of interest and in consultation with an Academic Advisor. Applicable courses: BIO 201, BIO 202, BIO 210, BIO 220, CHEM 213, CHEM 214, CHEM 221, CHEM 224, CHEM 241, COMP 230, COMP 251, COMP 256, GEOG 201, GEOG 202, GEOG 211, GEOG 219, GEOG 250, GEOG 252, GEOG 253, GEOG 257, MATH 211, MATH 221, MATH 225, MATH 255, MATH 265, MATH 270, PHYS 221, PHYS 225, PHYS 231, PHYS 232, and STAT 270. Students must have a minimum of 36 lower-level science credits.~~

~~Note 3: The Arts electives must be in a subject other than English and Communications, and excludes mathematics and laboratory-based science courses. Arts electives can be either Humanities or Social Sciences (see the [Table of Subject Areas](#)).~~

~~Note 4: An eligible transferable course is defined as one that is part of a recognized BSc minor, major, or Honours program at one of the following five universities: UBC-V, UBC-O, SFU, UVic, or UNBC. Consult an Academic Advisor for specific courses.~~

## 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 Science** and Associate of Science degree programs. See the **Co-operative Education** section for more details.

## Transfer credit

Students who have completed university-level courses at other post-secondary institutions can apply for the ASc at UFV. A maximum of 30 credits may be transferred to UFV for the degree. However, not all courses may be applicable to specific science programs; please check with an Academic Advisor. Applicants with significantly more than 30 credits might consider the **Bachelor of Science**.

Most of the courses offered as part of the ASc program are transferable to all B.C. post-secondary academic institutions.

## Courses at other institutions

UFV students who wish to take academic work at other institutions for credit toward the UFV Associate of Science degree must obtain permission in advance from an Academic Advisor. A request for a Letter of Permission form may be obtained from the UFV Office of the Registrar. When approval has been granted, the Office of the Registrar will issue a Letter of Permission to the student. (Also see [Visiting students](#) in the Transfer Credit section of the calendar.)

## ~~Program continuance~~

~~All students accepted into the Associate of Science 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.

## Course repetition

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](#). Where a course has been repeated, only the higher grade is counted in the GPA calculation.

## Auditing courses

Students may register as audit students or change to audit status only during the first three weeks of the semester. See the [Audit](#) section of the calendar for more information. Audited courses are not acceptable for meeting requirements for the ASc degree.

## Course challenge

Course challenge is a method by which students may obtain credit for course material learned elsewhere (i.e., outside UFV). A maximum of 30 university-level credits used toward ASc requirements may be obtained by the combined mechanism of course challenge and transfer credit. See the [Course challenge](#) section for more information.

## 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.

## Residency

~~A maximum of 30 credits may be transferred to UFV for the ASc degree. Students must complete at least 30 of the credits required at UFV.~~

## Graduation requirements

~~It is the student's responsibility to ensure that all program requirements are met. This should be done by regular consultation with an Academic Advisor. 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 Associate of Science program with a minimum CGPA of 2.00 calculated on all courses counting towards the associate degree.~~

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.

## Course listings

For complete details on courses see the **[course descriptions](#)** section.

UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2024-25



| AREA REPRESENTED                                                 | TERMS OF OFFICE          | MEMBER                                                     |
|------------------------------------------------------------------|--------------------------|------------------------------------------------------------|
| <b>Voting Members</b>                                            |                          |                                                            |
| Vice-Chair, Registrar & AVP, Enrolment Management (or designate) | Ongoing                  | David Johnston, Office of the Registrar                    |
| <b>9 faculty members, at least 2 from Senate</b>                 |                          |                                                            |
| Faculty (senator)                                                | 08-01-2024 to 07-31-2027 | Dana Landry, Faculty of Social Sciences (Senator)          |
| Faculty (senator)                                                | 08-01-2022 to 07-31-2025 | Shel Stefan, Faculty of Humanities (Senator)               |
| Faculty of Humanities                                            | 08-01-2024 to 07-31-2027 | Joy Enyinnaya (Senator)                                    |
| Faculty of Health Sciences                                       | 08-01-2024 to 07-31-2026 | Susan Stoneson                                             |
| Faculty of Business and Computing                                | 08-01-2024 to 07-31-2026 | Vacancy                                                    |
| Faculty of Education Community and Human Development             | 08-01-2024 to 07-31-2026 | Thais Amorim                                               |
| Faculty of Science                                               | 08-01-2024 to 07-31-2025 | Stan Manu                                                  |
| Faculty of Humanities                                            | 08-01-2022 to 07-31-2025 | Samantha Hannah - Chair                                    |
| Faculty of Social Sciences                                       | 08-01-2023 to 07-31-2025 | Michael Batu                                               |
| <b>2 deans or associate deans</b>                                |                          |                                                            |
| Dean                                                             | 08-01-2024 to 07-31-2027 | Allyson Jule, Faculty of Education, Community & Human Dev. |
| Dean                                                             | 08-01-2024 to 07-31-2027 | Cindy Schultz, Associate Dean, Faculty of Health Sciences  |
| <b>1 academic advisor</b>                                        | 08-01-2023 to 07-31-2025 | Rhonda Colwell, Academic Advisor                           |
| <b>1 staff</b>                                                   | 08-01-2023 to 07-31-2025 | Lisa McMartin                                              |
| <b>2 undergraduate students</b>                                  |                          |                                                            |
| Student                                                          | 08-01-2024 to 07-31-2025 | Afeef Alam                                                 |
| Student                                                          | 08-01-2024 to 07-31-2025 | Pavandeep Judge                                            |
| AVP, Teaching and Learning (or designate)                        | Ongoing                  | Claire Hay, Specialist, Teaching & Learning                |
| University Librarian (or designated librarian) (ex officio)      | Ongoing                  | Selena Karli, Librarian, Reference & Instruction           |
| <b>Ex-officio Non-voting Members</b>                             |                          |                                                            |
| Provost & Vice-President, Academic (or designate)                | Ongoing                  | Sylvie Murray (designate)                                  |
| AVP, Research & Graduate Studies (or designate)                  | Ongoing                  | Donna Alary                                                |
| Executive Director, International Education                      | Ongoing                  | David McGuire                                              |
| AVP, Xwexwilmexwawt                                              | Ongoing                  | Shirley Hardman                                            |
| Manager, Enrolment Planning                                      | Ongoing                  | Donna Alary                                                |
| AVP, Institutional Research and Integrated Planning              | Ongoing                  | Vladimir Dvoracek                                          |
| Director, Advising Centre (or designate)                         | Ongoing                  | Bobby Jaswal (designate)                                   |
| Associate Director, Program Development & Quality Assurance      | Ongoing                  | Chris Campbell                                             |
| <b>Faculty Council Liaison (Non-voting)</b>                      |                          |                                                            |
| Faculty of Health Sciences                                       | Ongoing                  | Amber Johnston                                             |
| Faculty of Science                                               | Ongoing                  |                                                            |
| Faculty of Social Sciences                                       | Ongoing                  |                                                            |
| Faculty of Humanities                                            | Ongoing                  |                                                            |
| Faculty of Business and Computing                                | Ongoing                  |                                                            |
| Faculty of Education Community and Human Development             | Ongoing                  | Carolyn MacLaren                                           |
| <b>Administrative Support (non-member)</b>                       |                          |                                                            |
| UEC Assistant/Calendar Editor, Office of the Registrar           |                          | Amanda Grimson                                             |

**CURRENT MEMBERSHIP: 31 members - 17 voting members and 8 non-voting members**  
**Quorum: Fifty percent (50%) of voting membership (not including vacancies)**

Current as of October, 2024