SCIENCE FACULTY COUNCIL
AGENDA
Friday, September 9, 2022 - 1:00 PM - D123

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1. GUESTS and INTRODUCTIONS

1.1. Jason Dallavalle, Manager, Environmental Health & Safety
(10-15 minutes)

2. AGENDA and MINUTES

2.1. Adoption of Agenda

3 - 6 **2.2. Approval of the Minutes - May 27, 2022**

3. FSCC (Curriculum Committee) - Ben Vanderlei

For Decision:

7 - 12 **3.1. Proposed revisions AGRI 142: Agribusiness Principles** (6-year review)

13 - 20 **3.2. Proposed revisions AGRI 163: Pest Biology and Identification** (6-year review)

21 - 27 **3.3. Proposed revisions AGRI 203: Fundamentals of Pest Management** (6-year review)

28 - 32 **3.4. Proposed revisions AGRI 248: Enterprise Project II**

33 - 38 **3.5. Proposed revisions AGRI 306: Field Techniques in Pest Management** (6-year review)

39 - 46 **3.6. Proposed revision AGRI 323: Fruit Crop Production: Science & Practice** (6-year review)

4. FSCC (Curriculum Committee)
For Information: N/A

5. DISCUSSION

5.1. Strategic Enrolment Management (SEM) Plan

6. REPORTS

6.1. Dean's Report - Lucy Lee

6.2. Advising - Karen Cooper

6.3. BSc Committee - Stan Manu

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6.4. Senate - Pedro Montoya-Pelaez

6.5. Students - Student nominations currently in progress

6.6. Indigenization and EDI

6.7. Other Reports

7. INFORMATION ITEMS

47 - 59 **7.1.** HR Learning Series Workshops Fall 2022 - See attached

7.2. Following a three week consultation the Animal Care (51) Policy has been revised and approved. The policy can be viewed on the Secretariat website.

7.3. At the June 9 meeting, the Board of Governors approved the following policy, policy direction and bylaws revisions: Board bylaw BGB-110.05 (Conflict of Interest); Board policy direction BPD-220 (Risk Management); and Board policy BRP-225.03 (Board Policy on the Reappointment of the President). Board policies, policy directions, and bylaws can be found at https://www.ufv.ca/board/.

7.4. At the June 10 meeting, Senate approved the revisions to the following policies: Transfer Credit (107) policy and procedures; Undergraduate Directed Studies, Special Topics & Independent Study Courses (207). Senate policies can be found at https://www.ufv.ca/secretariat/policies/

7.5. Monthly reports to the Provost from the Faculty of Science can be found here: https://ufv.ca/science/deans-office/monthly-department-highlights/. If you have news to share, please email Caroline so it can be included on our next report.

8. ADJOURN

Next Meeting: October 7, 2022 @ 1:00 PM, D123

Quorum - 14 voting members

UNIVERSITY OF THE FRASER VALLEY
Faculty of Science

SCIENCE FACULTY COUNCIL
MINUTES
Friday, May 27, 2022 - Hybrid | D213

Chair:	Lucy Lee, Dean
Present (in person):	Ian Affleck, Karen Cooper, Robin Endelman, Golfam Ghafourifar, Sandra Gillespie, J Hughes, Heather Kelly, Justin Lee, Mariano Mapili, Shawn Millar, Stefania Pizzirani, Renee Prasad, Vanessa Radzimski, Alan Reid, Ben Vanderlei, Jane Webb
Present (Virtual):	Jennifer Barrett, James Bedard, Kseniya Garaschuk, Longlong Huang, Alida Janmaat, Anna Kuczynska, Cindy Loten, Afia Raja, Greg Schmaltz, Tony Stea, Jason Thomas, Frank Zhang
Regrets:	Nathan Bialas, Manveer Jhamat, Ruwan Karunanayaka, Olav Lian,
Recorder:	Caroline Majeau

1. GUESTS and INTRODUCTIONS

1.1. **Dr. Daryl Smith**, Director, UFV International was invited to present to SFC as he is relatively new to UFV. He provided his background and what expertise he brings with him. He provided updates from UFV International including application numbers, processes, and new initiatives. He is looking for a cohort of faculty to join the UFV Collaborative Online International Learning (COIL-VE) Fellows Pilot Program. Any questions or concerns please contact him at daryl.smith@ufv.ca.

2. AGENDA and MINUTES

2.1. **Adoption of Agenda**

MOTION:
THAT the Science Faculty Council adopt the agenda as presented with the addition of the Science Rocks Report.
Alan R. / 2nd Vanessa R.; all in favour; adopted.

2.2. **Approval of the Minutes -** April 29, 2022

MOTION:
THAT the Science Faculty Council approve the minutes of April 29, 2022 as presented.
Alan R. / 2nd Vanessa R.; all in favour; approved.

3. **FSCC (Curriculum Committee)** - Ben Vanderlei

For Decision:

J Hughes spoke to Agenda items **3.1 - 3.3** (GEOG 103, GEOG/GD 464, and GEOG/GD 466) and provided an overview of the proposed revisions.

3.1. **Proposed revision GEOG 103: The Physical Environment**
A friendly amendment was suggested to reword learning outcome #9 to read " ... work in tandem to **build on understanding of** landscape ..."

3.2. **Proposed revision GEOG/GD 464: Community Planning and Development: Local Applied Studio**

3.3. **Proposed revision GEOG/GD 466: Community Planning and Development: Local Applied Studio**

OMNIBUS MOTION:
THAT the Science Faculty Council approve the proposed revisions to **GEOG 103** (including the suggested wording for learning outcome #9), **GEOG/GD 464** and **GEOG/GD 466** as presented.
J Hughes / 2nd Stefania P.; all in favour; approved.

J Hughes spoke to Agenda items **3.4 - 3.8** (PLAN 300, PLAN 310, PLAN 366, PLAN 400, and PLAN 410) and provided rationale for the proposed new courses.

3.4. **New Course Proposal PLAN 300: Planning for Housing Affordability, Design, and Policy**

3.5. **New Course Proposal PLAN 310: Planning Law and Ethics**

3.6. **New Course Proposal PLAN 366: Resiliency Principles and Spatial Planning**

3.7. **New Course Proposal PLAN 400: Theories in Regional and Community Planning**

3.8. **New Course Proposal PLAN 410: Indigenizing Planning - Indigenous Land Use and Community Planning**
It was suggested that the prerequisite be reworded for clarity and to include First Nations Studies as UEC will likely ask for it to be included. The wording for the prerequisites shall now read "60 university-level credits including 3 credits from an Indigenous Peoples Knowledge course or First Nations Studies course."

OMNIBUS MOTION
THAT the Science Faculty Council approve **PLAN 300, PLAN 310, PLAN 366, PLAN 400**, and **PLAN 410** including the revision to the prerequisites as discussed.
J Hughes / 2nd Karen C; all in favour; approved.

4. **FSCC (Curriculum Committee)**

For Information:

4.1. **Proposed revision GEOG 241: Social Geography: The Urban Experience**

4.2. **Proposed revision GEOG 460: Practicum in Planning**

4.3. A recommendation was made to the Dean by the Faculty of Science Curriculum Committee regarding a request from a student to substitute Carleton University math courses for UFV's MATH 111 and MATH 112 so the student could graduate with a BSc. This decision is non-precedent setting.

5. DISCUSSION / DECISIONS – N/A

6. ANNOUNCEMENTS

6.1. The 2022 Faculty of Science AAA Award Winners
Lucy announced the recipients of the 2022 Faculty of science AAA Awards. Congratulations to: **Sandra Gillespie** (Biology) and **Mariano Mapili** (SLUEC), Co-recipients of the Awesome Achievement Award; **Steve Marsh** (SLUEC), Terrific Teaching Award; **Justin Lee** (Biology), Remarkable Research Award; **Vanessa Radzimski** (Math & Stats), Outstanding Outreach Award; **Renee Prasad** (Agriculture), Superb Service Award (Faculty); and **Shawn Millar** (Chemistry), Superb Service Award (Staff).

6.2. SFC Attendance winners for 2021-2022
Lucy recognized the following faculty who attended all faculty council meetings this year: **Kseniya Garaschuk, J Hughes, Alan Reid, Greg Schmaltz, Jane Webb,** and **Frank Zhang**.

7. REPORTS

7.1. Dean's Report - Lucy Lee

- The Faculty of Science convocation is on June 14 at 9:30 am. Lucy encouraged all faculty to attend. Faculty leads are needed for the various programs (BSc, BAS, BES, DAC).
- Congratulations to Biology student, BSc 2022 Graduate, and our Student Representative on Faculty Council, Heather Kelly, she won the Governor General's Silver Medal for the highest GPA. The Science Dean's Medal winner is Katriana Van Woudenberg from Biology. The student speaker for this year is from Professional Studies.
- Lucy is hosting the Canadian Council of Deans of Science this weekend at UFV.
- The In Vitro Biology Meeting in San Diego is being held June 4-7. Lucy and Justin Lee will be attending with their research students.
- Lucy provided an update on department hires:
    - **Agriculture** has hired 2 new full-time faculty members: Dr. Tadhg O'Leary, who has been an instructor with the department, started May 1. Dr. Javad Hadian will start July 1. Dr. Lauren Erland is the new Director of Berry Research. She will be applying for a CRC and will be based in Agriculture. She has training in Biology and Chemistry.
    - **Biology** is still in the process of hiring.
    - **Chemistry** has hired Jake Spooner to replace Noham W. He will begin July 1.
    - **Math & Stats** are waiting to hear back on two offers they provided. They are also in the process of hiring an LTA.
    - **SLUEC** is finalizing their two positions. They are also hiring two LTAs.

7.2. **Advising -** Karen Cooper
There are 127 BSc graduates this year. Advising is getting ready for the new students arriving. Orientations are starting next week.

7.3. **BSc Committee -** Stan Manu
The committee will be meeting on Monday, May 30, 2022.

7.4. **Indigenization and EDI**
The second gathering of the Indigenization of Science Curriculum met earlier in the month. The next meeting will be focused more on particular courses or disciplines. Everyone is welcome to join. Pedro offered to take one of his courses and revise it. He will meet with Lorna and bring forward some changes for the next meeting. If you have a course to revise, Lorna and others are available to discuss ideas.

7.5. **Senate -** Pedro Montoya-Pelaez | J Hughes
Nothing to report.

7.6. **Students -** Manveer Jhamat | Heather Kelly
Nothing to report.

7.7. **Other Reports**
Science Rocks - Robin E. advised that the summer camps are filling up fast. The committee is still looking for facilitators. She encouraged faculty to nudge students to apply. She asked faculty to consider signing up to become a faculty on call for one of the weeks. They only need to be available at drop off and pick up each day as well as being on call if an emergency arises. Interested faculty are to contact Robin directly.

8. **INFORMATION ITEMS**

8.1. Monthly reports to the Provost from the Faculty of Science can be found here: https://ufv.ca/science/deans-office/monthly-department-highlights/. If you have news to share, please email Caroline so it can be included on our next report.

8.2. As part of a 3-week consultation, the University Secretariat invites the UFV community to submit collaborative or individual feedback on the Animal Care (#51) policy revisions. Please submit your comments to policyconsult@ufv.ca by the deadline of 4 pm, June 9, 2022.

9. **ADJOURN** – 2:25 PM

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of AGRI 142-Agribusiness principles

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

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

2. Rationale for change: *The course is 18 years past the original revision date so many things are out of date. However, please note that the course is an approved course for the BC Institute of Agrologists, and specifically meets its criteria for a computer science course because of the emphasis on using spreadsheets and data management programs for the financial and production planning portion of the course. The changes in learning outcomes reflect the evolution of this course to meet agribusiness knowledge for entry-level positions in agriculture.*

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	ILOs
1. Describe elementary business concepts (financial. Accounting, human resources, marketing and organizational).	1. Demonstrate information competency
2. Differentiate between microeconomics and macroeconomics and the role of both in agriculture.	1. Demonstrate information competency
3. Articulate the pros and cons of different marketing methods for agricultural products including supply-management and direct	1. Demonstrate information competency 3. Use knowledge and skills proficiently

marketing. benchmarks to make whole-farm decisions.	
4. Conduct primary and secondary market research to determine the viability of a business idea.	2. Analyze critically and imaginatively 5. Communicate effectively
5. Prepare the three basic financial documents: statement of cash flows, income statement, and balance sheet and a projected cash flow	1. Demonstrate information competency
6. Describe the elements of a business plan, including relevant sections on Human Resources and Environmental Farm Planning.	1. Demonstrate information competency 8. Engage in respectful and professional practices
7. Practice whole-farm decision making using a S.W.O.T. analysis.	2. Analyze critically and imaginatively 5. Communicate effectively
8. Calculate key financial ratios using values from prepared financial statements and use benchmarks to make whole-farm decisions.	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
9. Compare data management programs developed for agricultural operations in Canada (possible examples include FCC AgExpertPro or Farm Management Canada)	1. Demonstrate information competency 3. Use knowledge and skills proficiently

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   The delivery of this course, especially in the financial management section, recognizes the diversity of learners in terms of their experience and comfort in working with numbers. Additionally, an important element of Truth and Reconciliation is acknowledging the harms that "numbers" have caused Indigenous communities, in terms of being counted or not counted/ believed or not believed. Thus, the financial management section moves at a flexible pace, has in-class time devoted to students working on individual computers (their own or UFV computer lab), and extra supports such as peer tutors are called in to support during class time (e.g., via virtual one-on-one peer tutoring). This approach allows students to move through the financial management section at their own pace. We feel this is a holistic approach to the students learning of the course materials and recognizes that many students struggle with numbers not because of ability but because of previous experiences. Students who have greater comfort with numbers are then encouraged and supported

to provide peer guidance. In this way we create a learning community within the classroom. Lastly, the financial management assignment includes a reflective component where students are asked to reflect on which questions were answered incorrectly and where their misunderstanding lay. These reflections are done either by writing or orally (one-on-one). Reflection, holistic understanding of where students are coming from, and creating time and space to build a classroom culture to support specific learning are important classroom practices for Indigenization and de-colonization of the classroom (see First Peoples Principles of Learning: First Peoples Principles of Learning – First Nations Education Steering Committee FNESC).

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Please see response to Number 6. The delivery of this curriculum recognizes neurological diversity of learners and/or inequities students may have experienced in their K to 12 journey that leaves them with low levels of confidence when working with numbers. Course content includes discussion of issues of equity within agriculture, especially as it applies to the Factors of Production (Land, Labour and Capital). In terms of delivery students have access via Blackboard, to a "New Terms List" and relevant links, prior to class.*

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.) *When offered face-to-face this course should be scheduled in a computer lab. The computer lab in TTC is the best designed computer lab as it allows for the students to interact with each other and for the instructor to move freely from student to student.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *There are no additional costs for this course.*

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

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AGRI 142	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Agribusiness Principles **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

~~This course deals with the farm manager as a decision-maker. Topics include farm office, farm record-keeping and accounting, enterprise management, financial statements, cost accounting, break-even calculations, budgets, projections, production records, financial applications, and leverage. The use of computers to manage farm financial records (spreadsheets and data management programs) will be an integral part of this course.~~ This course introduces business concepts used to drive decision making for an agricultural operation. Processes for decision making based on marketing and financial information are explored. Record keeping using spreadsheets and data management programs will be integral to this course.

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

Prerequisites (or NONE):	~~Students should be familiar with basic word processing, spreadsheets, electronic mail, and the worldwide web before entering this course. Those with limited or no experience with PCs should take CIS 100 before enrolling in AGRI 142.~~None
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar	33~~60~~
~~[click to select]~~Supervised laboratory hours (computer lab)	12
[click to select]	
[click to select]	
[click to select]	
Total hours	**~~90~~45**

Scheduled Laboratory Hours

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**:** 25~~30~~

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Challenge exam and relevant industry experience.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: ~~No~~Yes

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

Department approval	**Date of meeting:**
Faculty Council approval	**Date of meeting:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

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

~~Students will be able to: read financial statements, create financial statements on a peronal computer, use software to analyze agricultural financial statements. Use popular software for research and development of agri-related business applications.~~

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

~~1. Example: Articulate basic criteria that have been used to determine a work of literature's place in the Western literary canon.~~
~~2. Example: Identify the historical circumstances - political, social, economic, and artistic - leading to the production of posters.~~
~~3. Example: Develop persuasive public relations messages for target audiences.~~
~~1. Example: Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues. this section for supplies and materials for all sections of this course.~~Describe elementary business concepts (financial. Accounting, human resources, marketing and organizational).
2. Differentiate between microeconomics and macroeconomics and the role of both in agriculture.
3. Articulate the pros and cons of different marketing methods for agricultural products including supply-management and direct marketing.
4. Conduct primary and secondary market research to determine the viability of a business idea.
5. Prepare the three basic financial documents: statement of cash flows, income statement, and balance sheet and a projected cash flow.
6. Describe the elements of a business plan, including relevant sections on Human Resources and Environmental Farm Planning.
7. Practise whole-farm decision making using a S.W.O.T. analysis.
8. Calculate key financial ratios using values from prepared financial statements and use benchmarks to make whole-farm decisions.
~~4.~~9. Compare ~~Explore~~ data management programs developed for agricultural operations in Canada (possible examples include FCC AgExpertPro or Farm Management Canada)

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

Assignments: ~~60~~70%	[click to select] ~~Midterm Exam 10%~~	~~[click to select]~~Quizzes/tests: 15~~%~~
Final exam: ~~10~~25%	[click to select] ~~Participation and attendance 10%~~	[click to select] %

Details:

~~Lecture, computer lab, problem solving scenarios.~~ Assignments consist of a number of weekly or bi-weekly worksheets components of which are worked on in-class.

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

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

	Type	Author or description	Title and publication/access details	Year
~~1.~~	Online Resource~~Other~~	BC Ministry of Agriculture~~Farm Accounting Standards Manual~~	New Farm Start Up Guide~~–~~	2021
2.	Open textbook~~Other~~ –	Robinson, Hanson and Black~~Office for Windows latest edition~~	Financial Management for Small Businesses	2020
3.	[click to select]			
4.	[click to select]			
5.	[click to select]			

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

~~10 HDDS diskettes~~

Course Content and Topics

~~Balance Sheet (assets, liabilities, depreciation)~~
~~Income Statements (income and expenses)~~
~~Cash Flows~~
~~Agricultural Business Setups~~
~~Partial Budgets~~
~~Financial Ratios~~
~~Gross Margin Analysis~~
~~Break Even Analysis~~
~~Office for Windows applications (Excel, Word, Power Point, Internet Explorer)~~
~~Use of research tools: Statistics, Databases, Internet~~
Lecture 1 – What is Agribusiness; Factors of Production; Other Factors of Production; Macro and Microeconomics; Gross Domestic

Product
Lecture 2 – Types of Business
Human Resources: Entrepreneurs
Lecture 3 – Human Resources and Employee Handbooks; Standard Operating Procedures
Lecture 4 – Primary and Secondary Market Research
Lecture 5 – Marketing (including Supply Management)
Lecture 6 – Financial Literacy – Differentiating between Assets, Liabilities, Equities, Revenue and Expenses
Understanding Loans – Principal, Interest Rate, Amortization
Lecture 7 – Financial Statements: Cash Flow and Balance Sheet
Lecture 8 – Financial Statements: Income Statement
Lecture 9 – Financial Statements: Ratios and Decision Making
Lecture 10 – SWOT Analysis
Lecture 11 – Business Planning Tools and Steps
Lecture 12 – Production Planning and Business Planning

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 163 Pest Biology

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

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

2. Rationale for change: *The course is overdue for review. The course is an approved course for the BC Institute of Agrologists. Learning outcomes have evolved to reflect the knowledge proficiencies required for agriculture.*

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	ILOs
Describe how knowledge of pest biology is the fundamental first step in subsequent management	1. Demonstrate information competency
Explain the sequence of steps leading to pesticide resistance (applicable to all categories of pests)	1. Demonstrate information competency 2. Analyze critically and imaginatively
Link exponential growth with pest problems in agriculture (applicable to all categories of pests in any agricultural context)	1. Demonstrate information competency 3. Use knowledge and skills proficiently
Identify key groups of pests (arthropods, weeds, and pathogens) using a set of features	1. Demonstrate information competency 3. Use knowledge and skills proficiently

and dichotomous keys	
Differentiate between life history strategies found among different taxonomic groups of arthropods, weeds, and pathogens groups	1. Demonstrate information competency
Connect ecological processes – trophic relationships, competition, host-parasite and parasite-vector-host interactions – with agricultural pest problems	1. Demonstrate information competency 2. Analyze critically and imaginatively
Differentiate between native and introduce (naturalized versus invasive) pest species. When applicable, for native pest – differentiate between the role of the organism in traditional and contemporary Sto:lo foodways versus role of the organism in a commercial agricultural context.	2. Analyze critically and imaginatively 5. Communicate effectively 8. Engage in respectful and professional practices
Employ the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) Test in order to evaluate various sources of information	2. Analyze critically and imaginatively 8. Engage in respectful and professional practices
Conduct research to prepare a (written, poster, or oral) report with accurate secondary source citation	1. Demonstrate information competency 4. Initiate inquiries and develop solutions to problems 8. Engage in respectful and professional practices
Practice skills for the collection of pests and their preparation for identification or quantification	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   This course contributes to and aligns with UFV's Indigenization goals in two ways. First delivery, land-based learning is an important component of Indigenization and in this course we learn on the land regularly through the semester, including in the outdoor classroom (behind H building) and in the surrounding grounds of the UFV CEP campus. Secondly, one of the learning outcomes of this course is that students understand that the concept of a "pest" is contextual. For native organisms (mainly plants and vertebrates – e.g. horsetails or Labrador tea or black bears) we explore how the organism

*is viewed differently by traditional and contemporary Sto:lo peoples versus in commercial agricultural settings. Both of these elements of the course align with First Peoples Principles of Learning – specifically "Learning is …relational (focused on a…a sense of place)" and "Learning recognizes the role of Indigenous peoples knowledge" (*First Peoples Principles of Learning – First Nations Education Steering Committee FNESC)

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *The main assignment of our course is scaffolded so that each component is worth relatively low stakes (5%), weekly quizzes that test competency with new vocabulary are also low stakes (2%). Students also have opportunities for peer feedback and to submit drafts which are not for marks but provide guidance on assignment progress. These strategies support learners of all abilities in building comfort with highly technical materials. Lastly, the design of the course results in revisiting earlier concepts near the end of the course, again reinforcing course materials but through a different lens (e.g. identification in the context of ecology). Finally, students have access to "New Terminology" and related links, via Blackboard, prior to class and access to all PowerPoint slides (with embedded links) after class.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses/barns) for every lecture.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat ($30), hand lens (optional $15).*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2008
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2012
Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AGRI 163	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Pest Biology and Identification **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology~~——~~

Calendar Description:

Students will be given an overview of the general biology of key groups of plant/livestock pests, including arthropods, weeds and ~~biotic diseases~~pathogens. ~~Management strategies based on pest life and ecology will be emphasized. Laboratory sessions will emphasize identification of symptoms of pest attack and sight identification of key pests. Students will also learn how to identify pests using keys and the services of the BCMAL plant diagnostic labs.~~Emphasis will be on identification using key features for each group of pests, life history strategies within each group, and the ecology of each group of pests. The role of agricultural practices in contributing to the build up of pest populations will be examined. Lab sessions and hands-on activities in the greenhouse, outdoor classroom or barns will be incorporated into weekly class meetings.

Note: Students with credit for ~~AGRI 166/167~~both AGRI 166 and AGRI 167 cannot take it for further credit~~——~~ cannot take this course for further credit.

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

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

Former course code/number: **AGRI 166/AGRI 167**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

~~[click to select]~~Lecture/seminar ~~Lectures~~	~~45~~20
~~[click to select]~~Supervised laboratory hours (science lab)~~La~~	~~10~~15
~~[click to select]~~Experiential (field trip) ~~Field experience~~	10
[click to select] ~~Student directed learning~~	~~10~~
[click to select]	
Total hours	~~75~~45

Scheduled Laboratory Hours

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

Course Details

Special Topics course: ~~[click to select]~~No
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: ~~[click to select]~~Letter grades

Delivery Mode: **[click to select]**

Expected frequency: ~~Annually~~Fall only

Maximum enrolment (for information only)**:** ~~25~~32

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination(s); exam and pest folio

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: ~~[click to select]~~Yes

Submit outline for (re)articulation: **[click to select]**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**
Faculty Council approval	**Date of meeting:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

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

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

1. **Describe** how knowledge of pest biology is the fundamental first step in subsequent management
2. **Explain** the sequence of steps leading to pesticide resistance (applicable to all categories of pest)
3. **Link** the concept of exponential growth of the pest population with pest problems in agriculture (applicable to all categories of pests in any agricultural context)
4. **Identify** key groups of pests (arthropods, weeds, and pathogens) using a set of features and dichotomous keys
5. **Differentiate** between life history strategies used by arthropods, weeds, and pathogens
6. **Connect** ecological processes – trophic relationships, competition, host-parasite and parasite-vector-host interactions – with agricultural pest problems
7. **Differentiate** between native and introduced (naturalized versus invasive) pest species. When applicable, for native pest – differentiate between the role of the organism in traditional and contemporary Stó:lō foodways versus role of the organism in a commercial agricultural context.
8. **Employ** the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) Test in order to evaluate various sources of information
9. **Conduct** research to prepare a (written, poster, or oral) report with accurate secondary source citation
10. **Practise** skills for the collection of pests and their preparation for identification or quantification

- ~~Understand the basic aspects of the biology of key groups of pests, in particular life cycle, feeding habits and life stages vulnerable to pest control.~~
- ~~Identify of a group of 20 commonly occurring pests from each of several taxa.~~
- ~~Use simple keys to key out other pests even though biotic factors may look similar to abiotic factors.~~

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

~~[click to select]~~Quizzes/tests: ~~Weekly assig~~	[click to select] Mid-term ~~20~~15%	[click to select] %
~~[click to select]~~Final exam: ~~Final 30~~20%	~~[click to select]~~Assignments:~~Participation 10~~45%	[click to select] %

Details:

Lecture, ~~field trips, seminars and guest speakers.~~lab, greenhouse, barn and outdoor classroom used for hands-on activities.

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.	~~[click to select]~~Online resource	~~———~~Gillot	EntomologyDiseases and Pests of Vegetable Crops in Canada	2005
2.	~~[click to select]~~Online resource	~~———~~Williams	Veterinary Entomology~~———~~	2010 ~~———~~
3.	~~[click to select]~~Online resource	Burchett, Burchett~~———~~	Plant Pathology~~———~~	2017 ~~———~~
4.	~~[click to select]~~Online resource	Merck & Co.~~———~~	Merck Vet Manual~~———~~	2022 ~~———~~
5.	~~[click to select]~~Online resource	Min of Agriculture, Food & Rural Affairs~~———~~	Ontario Weeds~~———~~	2016 ~~———~~

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

Calculator; appropriate, safe clothing for field trips; transportation for field trips.

Course Content and Topics

~~1. Pest biology – Overview~~
~~2. Arthropods~~
~~2.1. Biology~~
~~Development of insects and mites~~
~~2.2. Plant feeding insects~~
~~Ecology~~
~~Types of damage~~
~~Control options~~
~~2.3. Livestock insect/mite pests~~
~~Ecology~~
~~Types of damage~~

~~Control options~~
~~3. Weeds~~
~~3.1 Biology~~
~~3.2 Understanding types of competition~~
~~3.3 Annual weeds~~
~~3.4 Biennial/Perennial weeds~~
~~3.5 Noxious weeds~~
~~3.6 Control options~~
~~4. Diseases~~
~~4.1 Biology of biotic diseases~~
~~a. Disease triangle~~
~~b. Disease vectors~~
~~Livestock disease~~
~~Plant disease~~
~~4.1.1 Fungus and fungus-like organisms~~
~~4.1.2 Bacteria and bacteria-like organisms~~
~~4.1.3 Nematodes~~
~~4.2 Abiotic diseases and disorders of plants~~
~~4.3 Control options~~
~~5. Other types of pests~~
~~5.1 Birds~~
~~5.2 Rodents~~

The course is divided into 3 modules: Identification, Life History, and Ecology. Within each module Arthropods, Weeds and Pathogens are explored. Hands on-examples are provided each week using pest examples from both horticulture (ornamental, fruit or berry) or livestock commodities. Each module concludes with an exploration of commonalities in the process of identification, or the life history strategies (sexual vs. asexual), or the ecology of the different groups of pests. Within the Ecology module students conduct small experiments or surveys.

Week	Topic	Hands-On Component
Week 1	Overview, Pest Impacts and the role of Context in determining pest status	Outdoor classroom activities vary depending on crops being grown
Week 2	Identification: Arthropods	Arthropod drawings
Week 3	Arthropod Orders Weed Families	Continue arthropod drawings and start weeds (Polyhouse); set up soil nematode extractions
Week 4	Pathogen ID	Finish drawings, sterile technique for plant pathogens and livestock parasite extraction (barn)
Week 5	Arthropod life history Weed Life history	Dichotomous keys – adults and immatures (ARTHROPODS); mature and immature weed matching (WEEDS)
Week 6	Pathogen Life history	Culturing plant pathogens – making pure cultures; Koch's Postulates
Week 7	Midterm Ecology – Exponential growth	Includes site ID component
Week 8	Arthropod ecology	Students set up their ecology projects
Week 9	Weed ecology	Students collect data on their ecology projects
Week 10	Pathogen ecology	Students collect data on their

		ecology projects Submit first draft of Introduction and Materials and Methods for posters
Week 11	Ecology concluded; introduction to IPM	Students finalize their data and work on graphs (in class)
Week 12	Vertebrates as pests in agriculture	Groups combine content to develop poster. In class time to work on poster
Week 13	Invasive species	In class poster session with guests (Agriculture Canada, and/or BC Ministry of Agriculture)

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 203 Fundamentals of Integrated Pest 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 is overdue for review. The course is an approved course for the BC Institute of Agrologists. Learning outcomes have evolved to reflect the knowledge proficiencies required for agriculture.*

3.

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

Course Learning Outcomes	ILOs
Explain the concepts of Economic Injury Level and Action Threshold	1. Demonstrate information competency 2. Analyze critically and imaginatively
Find and intepret a pesticide label on the online Canadian Pesticide Label Database (Health Canada)	1. Demonstrate information competency
Determine if a pesticide is legal to use in Canada, formulation and equipment requirements, the environmental precautions and if provided with a pest-commodity scenario if a product can be used	1. Demonstrate information competency 3. Use knowledge and skills proficiently
Decide on a proper rotation program for pesticides for resistance management	1. Demonstrate information competency 3. Use knowledge and skills proficiently

Differentiate between chronic versus acute toxicity as it relates to pesticide impacts on both humans and wildlife	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
Differentiate between classical, conservation and introduction biological control – including which types of biological control are appropriate for which situations	1. Demonstrate information competency 2. Analyze critically and imaginatively
Develop a cultural control program for a given pest-commodity scenario	2. Analyze critically and imaginatively 5. Communicate effectively
Explain the role that breeding (different types) play as a pest management tool	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
Explain other types of pest control tools including physical and pheromone-based for different pest-commodity scenarios	1. Demonstrate information competency 4. Initiate inquiries and develop solutions to problems
Implement a pest scouting program for a commodity grown in either the barn or greenhouse	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 7. Engage in collaborative leadership 8. Engage in respectful and professional practices
Collect and analyze pest scouting data collected from different commodities	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively

5. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
6. Which program areas have been consulted about the change(s)? None.
7. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   *This course contributes to and aligns with UFV's Indigenization goals and First Peoples Principles of Learning (*First Peoples Principles of Learning – First Nations Education Steering Committee FNESC*) in three ways. First in terms of delivery, land-based learning is an important component of*

Indigenization and in this course we learn on the land regularly through the semester, including in the outdoor classroom (behind H building). Secondly, the overall subject of the course itself (Integrated Pest Management) and the design of the course supports looking at the management of pest issues, in agriculture, from many different perspectives (i.e., economic, ecological, and agronomic). This is especially the case when we examine controversial elements (e.g. pesticides, invasive species, and transgenic crops). Students are asked to take opposing perspectives during in-class discussions. Finally, in terms of content the role of raptors (especially kestrals and barn owls) as biological control agents for rodents is explored. During this portion of the course, we look at raptors ecologically and Indigenous Peoples Knowledge (IPK) about the role that raptors play in ecosystems.

8. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Weekly worksheets are an integral part of the delivery of this course. The worksheet provides students with a summary of the all the new terms introduced each week and gives students a chance to practice questions that are similar to ones that they may see on exams. Students are given time to work on worksheets during class, as hands-on activities are dispersed throughout the lecture. Worksheets are due at the start of the next class, and individual worksheets are relatively low stakes – 5%. Breaking up lectures with hands-on learning and having students work in both small groups and by themselves, are all important ways to meet the needs of a diverse group of learners. Access, via Blackboard, to worksheets is provided prior to class, and PowerPoint slides are provided after class.*
9. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses/barns) for every lecture.*
10. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat $30 and hand lens (optional) $15*

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

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AGRI 203	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Fundamentals of Integrated Pest Management~~Fundamentals of Pest Management~~ **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology~~———~~

Calendar Description:

Integrated pest management (IPM) will be examined as a decision-making process for agricultural and non-agricultural settings. The use of pest scouting data and thresholds to make management decisions will be examined and practiced. A range of pest management strategies (chemical, biological, cultural – including different methods of breeding, physical) will be explored. Pesticide issues such as pesticide treadmill, resistance, secondary pest outbreaks, and environmental impact will be discussed. Hands-on barn, lab and greenhouse activities will be incorporated into lectures. Field trips may be required.~~This course emphasizes pest management as a decision-making process in a variety of settings, with a focus on collecting pest data via monitoring. Concepts such as economic injury level and action threshold will be discussed, and the concept of pest management strategies and tactics will be explored. Important pesticide issues will also be discussed, including pesticide treadmill, resistance, secondary pest outbreaks, and environmental impact. Examples from local agricultural commodities, horticultural commodities, and livestock will be used throughout the course to illustrate concepts. Students will be required to work in the UFV greenhouses or barn outside of regular class times. Field trips are mandatory.~~

Note: Students with credit for AGRI 200 cannot take this course for further credit.

Prerequisites (or NONE):	~~AGRI 163~~
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	AGRI 163

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

Former course code/number: **AGRI 200**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

~~[click to select]~~Lecture/seminar	~~Lectures~~	~~45~~25
~~[click to select]~~Supervised laboratory hours (science lab)~~La~~		10
~~[click to select]~~Experiential (field trip)	~~Field experience~~	10
[click to select]	~~Student directed learning~~	~~10~~
[click to select]		
Total hours		~~75~~45

Scheduled Laboratory Hours

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

Course Details

Special Topics course: ~~**[click to select]**~~**No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: ~~**[click to select]**~~**Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: ~~**Annually**~~**Fall only**

Maximum enrolment (for information only)**:** ~~25~~**32**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

~~Examination~~

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: ~~**[click to select]**~~**Yes**

Submit outline for (re)articulation: **[click to select]**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**
Faculty Council approval	**Date of meeting:**

Undergraduate Education Committee (UEC) approval	**Date of meeting:**

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

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

1. Explain the concepts of Economic Injury Level and Action Threshold
2. Find and intepret a pesticide label on the online Canadian Pesticide Label Database (Health Canada)
3. Navigate a pesticide label to determine if the product is legal for use in Canada, use specifications, and resistance management protocols
4. Decide on a proper rotation program for pesticides for resistance management
5. Differentiate between chronic versus acute toxicity as it relates to pesticide impacts on both humans and wildlife
6. Differentiate between classical, conservation and introduction biological control – including which types of biological control are appropriate for which situations
7. Develop a cultural control program for a given pest-commodity scenario
8. Explain the role that breeding (different types) play as a pest management tool
9. Explain other types of pest control tools including physical and pheromone-based for different pest-commodity scenarios
10. Implement a pest scouting program for a commodity grown in either the barn or greenhouse
11. Collect and analyze pest scouting data collected from different commodities

- ~~Be able to describe the concept of Integrated Pest Management as a decision making process.~~
- ~~Be familiar with pest monitoring tools, thresholds, and management tactics.~~
- ~~Understand the pros and cons of various chemical and non-chemical management tools for pests.~~

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

Assignments:	~~20~~50%	[click to select]	Midterm ~~30~~15%	[click to select]	%
Quizzes/tests:	10%	Final exam:	~~40~~25%	[click to select]	%

Details:

~~Lecture, field trips and guest speakers.~~Assignments consists of weekly worksheets which capture various hands-on activities that reinforce the weekly lecture materials. Typically there are 8 to 10 worksheets per semester. Worksheets include reflective elements.

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~~Online resource	University of Minnesota~~Pedigo, L.~~	**Radcliffe's IPM World Textbook** ~~Entomology and Pest Management~~	2022
2.	[click to select]			
3.	[click to select]			
4.	[click to select]			
5.	[click to select]			

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

Calculator; appropriate, sage clothing for field trips; transportation for field trips.

Course Content and Topics

~~1. Pest control: A brief history (1 class + course introduction)~~
- ~~1.1 Pre WWII~~
- ~~1.2 Post WWII~~
- ~~1.3 Pesticide treadmill and resistance~~
- ~~1.4 Impact of Silent Spring~~
- ~~1.5 Birth of Integrated Pest Management~~

~~2. Integrated Pest Management as a decision making process (2 classes + field trip)~~
- ~~2.1 Gathering information – Monitoring programs~~
- ~~2.2 Making decisions – economic and action thresholds~~
- ~~2.3 Other types of decision making processes in pest management~~
  - ~~2.3.1 Degree days~~
  - ~~2.3.2 Area wide programs~~

~~3. Ecology of pests (1 class)~~

~~3.1 Biological characteristics of pests~~
~~3.2 Agricultural practices: contributing to pest problems?~~
~~3.2.1 Horticulture~~
~~3.2.2 Livestock~~
~~3.2.3 Greenhouse~~
~~3.2.4 Special scenarios – The urban environment and pests (chafer beetle, Dutch elm disease, mammals)~~

~~4. Strategies and Tactics~~
~~4.1 Four class pest management strategies (1 class)~~
~~4.1.1 Do nothing~~
~~4.1.2 Reduce Numbers~~
~~4.1.3 Reduce susceptibility~~
~~4.1.4 Combination of reduce numbers and susceptibility~~
~~4.1.5 Case studies~~

~~4.2 Tactics~~
~~4.2.1 Cultural control (including regulatory) (1 class with regulatory)~~
~~Case studies: Varroa mites in honey bee colonies and club root management~~
~~4.2.2 Physical control~~
~~Weeds~~
~~Insects~~
~~Disease including post-harvest~~
~~Case study: Wondermesh for cabbage maggot control in the UK and in BC~~
~~4.2.3 Biological Control (2 classes)~~
~~Types of biological control~~
~~Best type of biological control for specific pest situation~~
~~Types of natural enemies including microbial control~~
~~Weeds~~
~~Insects and mites~~
~~Disease~~
~~Vertebrates: Rabbits in UK and Australia~~
~~Biological control issues including biodiversity and invasive species~~
~~Case study: Biological control of flies in poultry barns, biological control of winter moth, Btk in vegetable greenhouses~~
~~4.2.4 Chemical Control (2.5 classes)~~
~~Classification of pesticides~~
~~Pesticide concepts: mode of action, re-entry interval, pre-harvest interval, group, toxicity (chronic and acute), resistance, resistance management~~
~~Pesticide application: adjuvants and synergists, drift~~
~~Pesticide Label~~
~~Weeds~~
~~Arthropods~~
~~Disease~~
~~Pesticide Issues (Environment and Human Health Concerns – including use of pesticides for vector control e.g. malaria, Food Safety and Yield)~~
~~Case studies: Indonesian rice production, Brigade for raspberry production, anthelmintics~~

Week 1: Introduction to Integrated Pest Management including historical context – PreWWII, Paul Meuller (DDT), PostWWII, Rachel Carson and Stern et al., current day
Week 2: Economic Injury Level (EIL) and Action Threshold (AT)
Week 3: Monitoring
Week 4: Monitoring
Week 5: Chemical Control (Toxicity – Acute and Chronic)
Week 6: Chemical Control (Pesticide Label)
Week 7: Chemical Control (Pesticide Label)
Week 8: Chemical Control (Toxicity – Environmental Concerns and Mitigation)
Week 9: Biological Control (including raptors for vertebrate control)
Week 10: Physical Control, Pheromone Based Control
Week 11: Cultural Control (including Transgenic Crops)
Week 12: Cultural Control
Week 13: IPM Programs – On-farm and Area-Wide Program Examples

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 248 Enterprise Project II

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

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

2. Rationale for change: *The change in course numbering reflects the requirement for two pre-requisites and one co-requisite and the larger emphasis on writing-based assessments and synthesis of prior learning. The course is an approved course for the BC Institute of Agrologists.*

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	**ILOs**
Complete Income statement projections for Year 2 to 5	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Stress test income statement and cash flow projections in multiple areas	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Develop a marketing plan that includes a social media strategy	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Compile all relevant information from AGRI 247	1. Demonstrate information competency

and 348 into the business plan	2. Analyze critically and imaginatively 5. Communicate effectively 6. Pursue self-motivated and self-reflective learning
Develop a presentation on the business plan	1. Demonstrate information competency 5. Communicate effectively 6. Pursue self-motivated and self-reflective learning
Deliver the presentation to the class and to an external panel of agricultural mentors	1. Demonstrate information competency 5. Communicate effectively 8. Engage in respectful and professional practices
Reflect on presentation feedback, from class and mentors, and incorporate comments into a final business plan	6. Pursue self-motivated and self-reflective learning 8. Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   This course contributes to and aligns with UFV's Indigenization goals primarily in the mode of delivery. The course is designed so that each week has built in time for students to work on materials and then share with class and instructor to trouble shoot problems. This process of lecture, in-class work time, sharing builds a learning community. Mentors (including producers, ministry staff and financial lenders) share knowledge and stories that emphasize course concepts. These elements of course design and delivery align with Indigenization principles, including (from First Peoples Principles of Learning - First Peoples Principles of Learning – First Nations Education Steering Committee FNESC*) (with underlines by me for emphasis)*

   - *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place*
   - *Learning involves generational roles and responsibilities.*
   - *Learning is embedded in memory, history, and story*
   - *Learning involves patience and time*

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *This course and its prerequisite are very much aligned with the goals of EDI. The agricultural student body is diverse, and helping each student develop a tangible plan that could enable them to enter into farming, regardless of access to capital or land, is a fundamental goal of the Agriculture Technology diploma. Students are exposed to numerous resources and stories that recognize the equity challenges of new entrant producers. Each student develops a plan that is unique to their circumstances, interests, and abilities. Students with very modest plans (e.g., under 0.5 acre) can move through the course Learning Outcomes as proficiently as those with larger scale plans (e.g. 200 head beef operation). The scaffolding of the business plan content starting in Agri 247 and continuing through the first half of Agri 348 allows students to work through the materials in manageable pieces.*
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: *There are no costs associated with this course.*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2008
REVISED COURSE IMPLEMENTATION DATE: September 2019
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2025
Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AGRI 348~~AGRI 248~~	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Enterprise Project: Part II **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty: ~~Faculty of Applied and Technical Studies~~Faculty of Science	**Department (or program if no department):** Agriculture Technology~~Agriculture~~

Calendar Description:

Students will complete financial projections for Years 2 to 5, and stress test their financials for agribusiness operations developed in AGRI 247. Marketing plans, including social media strategy, will be finalized. Students will compile all their revised background research and information into the business plan. Students will present their business plan to the class and to a panel of external agricultural mentors.~~make any required revisions to the first year of the business plan and complete years two and three. They will prepare a final written copy of the business plan and prepare it for presentation to a select committee of faculty and industry experts.~~

Note: Students are expected to complete AGRI 247 and AGRI ~~248~~ 348 in the same academic year.

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

Prerequisites (or NONE):	C or better in AGRI 247.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **AGRI 242B**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

~~[click to select]~~Lecture/seminar ~~Lecture hours~~	15
~~[click to select]~~Tutorials/workshops~~Seminars/tutorials/work~~	30
[click to select]	
[click to select]	
[click to select]	
Total hours	**45**

Scheduled Laboratory Hours

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

Course Details

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

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: **Annually**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: ~~**[click to select]**~~**No**
(If yes, fill in transfer credit form.)

Department approval ~~**Rolf Arnold**~~	**Date of meeting:**
Faculty Council approval	**Date of meeting:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

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

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

1. Complete Income statement projections for Year 2 to 5
2. Stress test income statement and cash flow projections in multiple areas
3. Develop a marketing plan that includes a social media strategy
4. Compile production plan, market research, marketing plan, human resources plan, operations, troubleshooting and financial planning and risk assessment into a single business plan.
5. Develop a presentation on the business plan
6. Deliver the presentation to the class and to an external panel of agricultural mentors
7. Reflect on presentation feedback, from class and mentors, and incorporate comments into a final business plan

- ~~Work independently under minimal instructor guidance to apply knowledge from business classes (e.g., Agri 142).~~
- ~~Develop an agricultural business proposal that communicates the objectives, methods, and risks for the venture in a format understood by investors and financial lenders.~~
- ~~Synthesize the knowledge from all agriculture classes into one comprehensive project.~~
- ~~Present and successfully defend an agriculture business proposal to an expert panel.~~
-

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

Assignments: ~~30~~35%	[click to select]Written business plan ~~35~~55%	[click to select] %
[click to select] Oral presentation ~~35~~10%	[click to select] %	[click to select] %

Details:

~~Seminars, student directed research, expert guest speakers from industry.~~ The written business plan consists of sections on the production plan, market research, marketing plan, human resources plan, operations, troubleshooting and financial planning and risk assessment.

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.	~~[click to select]~~Online resource	BC Ministry of Agriculture	**Running an agrifood or farm business**	2022
2.	[click to select]			
3.	[click to select]			
4.	[click to select]			
5.	[click to select]			

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

(Use this section for supplies and materials for all sections of this course.)

Course Content and Topics

- Developing sensitivity analysis, risk mitigation strategies and marketing plan
- ~~the content from AGRI 247 in more detail — more financial assessment tools (partial budget, sensitivity analysis), risk mitigation strategies~~
- Complete~~d~~, a detailed written business plan prepared in a professional business format
- Prepare and deliver a professional PowerPoint presentation outlining the venture and identifying the key success and risk factors
- Presentation to an outside expert panel.

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 306 Field Techniques in Pest 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 is due for review. The course is an approved course for the BC Institute of Agrologists. Learning outcomes have evolved to reflect the knowledge proficiencies and skills competencies required for agriculture.*

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	ILOs
Calibrate a backpack sprayer to determine standard pesticide use variables (amount of product, amount of water, amount of area)	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Solve various pesticide application calculations including application and product rates, volumes, and area to be treated	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Implement a biological control program for one of the UFV greenhouse pests, including quality control assessments and post release monitoring.	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently

	4. Initiate inquiries and develop solutions to problems
Conduct a research project from conception to final analysis of data and presentation of results via a poster	1. Demonstrate information competency 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 5. Communicate effectively 6. Pursue self-motivated and self-reflective learning
Evaluate the efficacy of different pest control measures using data collected before and after implementation	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
Deliver a training module for fellow students on a pest management specific activity	1. Demonstrate information competency 6. Pursue self-motivated and self-reflective learning 8. Engage in respectful and professional practices
Develop and implement a weekly monitoring program for an agricultural operation (horticulture or livestock) using information from a variety of sources	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 5. Communicate effectively
Discuss the advantages and disadvantages of a variety of pest control tools commonly used in the Fraser Valley, including pesticides, biological control and genetically-engineered crops (e.g. glyphosate-tolerant crops)	1. Demonstrate information competency 2. Analyze critically and imaginatively 9. Contribute regionally and globally
Participate in the Pacific Agriculture Show by attending related presentations	6. Pursue self-motivated and self-reflective learning 8. Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   This course contributes to and aligns with UFV's Indigenization goals primarily in the mode of delivery. In the first part of the course, students work in groups every week on different aspects of

pest management with the focus being on implementing a practice and then evaluating the efficacy one to three weeks later. A very large group project is also conducted in the second part of the course. Lastly, as part of the overall departmental goal to "Train-the-Trainer" students deliver a training to the rest of the class on a pest control practice. For all activities, reflection and participation in classroom community (via sharing observations and learning) is emphasized. As part of "Train-the-Trainer" and the group research project students are asked to reflect on their leadership and group work styles. These reflective activities and the emphasis on co-creating a learning community in the classroom align with Indigenization principles, including (from First Peoples Principles of Learning - First Peoples Principles of Learning – First Nations Education Steering Committee FNESC) *(with underlines by me for emphasis)*

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *All assessment in this course has a reflective component. In this course students are assessed on their participation and in the building of their knowledge, skills, and understanding from previous courses. Reflective components of assignments allow students to share "where they started" and "where they are now" and ensures that the instructor can adjusts delivery to make sure everyone gets to "where they need to be". An important goal of EDI is to recognize that everyone starts at a different place. Student reflections are tools that enable instructors to ensure that everyone in a course arrives at the same place. Additional elements of assessment and design to support the diversity of learners includes options for oral assessment, all group projects have both individual and group assessment.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses/barns) for every lecture.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Student admission rates for the Pacific Agriculture Show are $30 (Agriculture Technology Dept. typically subsidizes students who cannot pay, and UFV students have access to volunteer opportunities to get free access). Lab coat $30, hand lens (strongly recommended) $15.*

UNIVERSITY OF THE FRASER VALLEY

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

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AGRI 306	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Field Techniques in Integrated Pest Management~~Field Techniques in Pest Management~~ **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty: ~~Faculty of Applied and Technical Studies~~Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Focus is on the practice of integrated pest management (IPM)~~pest control~~, i.e. detection, diagnosis, and management of pests (arthropods, weeds, diseases, vertebrates) common to any agricultural production system (field, greenhouse, indoor, housed animals, or pastured animals). Students will conduct hands-on research (pest survey or production evaluation). Communication and extension practice including developing training modules, posters, and information sessions. ~~field days, presentations, and written reports.~~ Students will participate in weekly scouting of greenhouse and/or barn pests on UFV Chilliwack campus.Field trips, including to the Pacific Agriculture Show, are required.

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

Prerequisites (or NONE):	AGRI 203~~AGRI 163 and AGRI 203.~~
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

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

Former course code/number: **AGRI 206, AGRI 205**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

~~[click to select]~~Lecture/seminar ~~Lecture hours~~	~~24~~25
~~[click to select]~~Supervised laboratory hours (science lab)~~La~~	~~5~~10
~~[click to select]~~Experiential (field trip)~~Field experience hour~~	~~8~~10
[click to select] ~~Experiential (practicum, internship, etc.)~~	~~8~~
[click to select]	
Total hours	**45**

Scheduled Laboratory Hours

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

Course Details

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

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: ~~**Annually**~~**Winter only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: ~~**No**~~**Yes**

Submit outline for (re)articulation: **[click to select]**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**
Faculty Council approval	**Date of meeting:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

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

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

- ~~Use a number of tools and techniques for the detection and management of pests, including a backpack sprayer and biological control agents~~
- Calibrate a backpack sprayer to determine standard pesticide use variables (amount of product, amount of water, amount of area)
- Solve various pesticide application calculations including application and product rates, volumes, and area to be treated
- Implement a biological control program for one of the UFV greenhouse pests, including quality control assessments and post release monitoring.
- ~~~~
- Conduct a research project from conception to final analysis of data and presentation of results via a poster.
- Evaluate the efficacy of different pest control measures using data collected before and after implementation
- Deliver a training module for fellow students on a pest management specific activity ~~information at an extension event. Students will be exposed to a variety of communication approaches.~~
- Develop and implement a weekly monitoring program for an agricultural operation (horticulture or livestock), using information from a variety of sources ~~(including sampling methods for various pests, training materials for staff, SOP, data sheets for recording information, ability to interpret monitoring data and make recommendations for management)~~
- Discuss the advantages and disadvantages of a variety of pest control tools commonly used in the Fraser Valley, including pesticides, biological control and genetically-engineered crops (e.g. glyphosate-tolerant crops).
- Participate in the Pacific Agriculture Show by attending related presentations

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

Assignments: 5075%	~~[click to select]~~Project: 25~~~~%	[click to select] %
~~[click to select]~~Quizzes/tests: ~~Field experience~~ 25%	Final exam: ~~40~~%	[click to select] %

Details:

Lecture and hands-on work in UFV Lab, Greenhouses and Barns. Guest lecturers and field trips. A total of five assignments are used throughout the semester including a large research project that is scaffolded into four smaller assignments. Assignments 1-4 are between 10-15% of course grade and the research project has a total weight of 25%.~~, field trips, seminars and guest speakers. There is also a primary assignment (40% of grade) that is conducted using Problem Based learning.~~

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	Flint, M.	IPM in Practice: Principles and Methods of IPM	2012
2.	[click to select]	~~Prasad, R~~	~~Agri 306 Course Pack~~	
3.	[click to select]			
4.	[click to select]			
5.	[click to select]			

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

Calculator; appropriate, sage clothing for field trips; transportation for field trips.

Course Content and Topics

Module 1: Pest Control TechniquesBiological control

- Biological control
  - When to use biological control
  - Determining which natural enemies are needed
  - Assessing natural enemy quality
  - Handling and release considerations for natural enemies
  - Developing a biologically based management program
  - Compatibility of natural enemies with other control tools
- Chemical control
  - When to use chemical control
  - Selecting the appropriate pesticide
  - Reading the pesticide label
  - Sprayer calibration & pesticide calculations

Storage, mixing and application
Sprayer types - including nozzles
Assessing spray coverage (use of spray cards)

- Other types of control:
  - Mammals and birds in both agricultural and urban environments
  - Structural pest control
  - Pest control of stored grain

Module 2: Pest monitoring

- Components of a monitoring program
- Finding thresholds for pests
  - Economic thresholds
  - Other types of thresholds
- Tools for monitoring
  - Data sheet
  - Visual assessment
  - Trapping tools
  - BCMAL Plant diagnostic lab
- Decision making following monitoring
  - Grower reports
  - Record keeping

Module 3: Pest Control Research

- ~~Research bodies~~
- ~~Research funding opportunities~~
  - ~~Applying for research funding~~
- Types of research
  - Assessing control methods
    - Experimental
    - Operational
  - Pest biology and phenology
  - Survey
- Steps in conducting a research project
  - Identifying question in collaboration with growers
  - Grower group priority lists
  - Previous work
    - Literature review
    - ~~Unpublished work - how to find out what's been done~~
  - Identifying other researchers and experts
  - Identifying grower collaborators for on-farm trials
  - Setting up experiment, survey area etc.
  - Data collection and analysis
  - Writing up and presenting results (usually at UFV Student Research Day)

Module 4: Communications and extension

- ~~Consultant reports~~
- ~~Field days~~
- ~~Research presentations~~
- ~~Reports and updates~~
- ~~Other communication strategies for different audiences (e.g. general public)~~
- Train-the-Trainer (Learning to be a supervisor)
- Standard Operating Procedures and other training materials

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 323 Fruit Crop Production: Science & 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 course is due for review. The course is an approved course for the BC Institute of Agrologists.*

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	ILOs
Describe the commercial fruit industry in BC in terms of current production and future opportunities	1. Demonstrate information competency 2. Analyze critically and imaginatively
Describe Indigenous cultivation practices in the Fraser Valley, pre-contact and contemporary	1. Demonstrate information competency 2. Analyze critically and imaginatively 9. Contribute regionally and globally
Explain the underlying science (morphology, physiology and post-harvest handling) in order to develop an evidence-based approach to sustainable commercial production of specific crops	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems
List the requirements for selecting a suitable	1. Demonstrate information competency

site for various fruit crops including ecosystem impacts and services of a site	2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
Perform soil and other tests (e.g., chlorophyll content) to determine improvements for optimum plant growth	1. Demonstrate information competency 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 8. Engage in respectful and professional practices
Differentiate the pros and cons of various varieties, including older heritage varieties and newer varieties	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Describe current methods used in fruit breeding including traditional breeding and various genetic approaches (transgenics, gene editing)	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Identify both abiotic and biotic causes of crop stress and yield loss	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 8. Engage in respectful and professional practices
Conduct a group research project including question development, literature review, experimental design, data collection, data summary, interpretation, presentation.	1. Demonstrate information competency 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 5. Communicate effectively 6. Pursue self-motivated and self-reflective learning 8. Engage in respectful and professional practices
Determine appropriate timing (yield estimation) and techniques for harvest of fruit crops in British Columbia	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Identify the use of automation, robotics and data science in fruit production as tools for addressing labour, sustainability, and other production issues.	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems 6. Pursue self-motivated and self-reflective learning
Identify different types of pollination management approaches for fruit production	1. Demonstrate information competency 2. Analyze critically and imaginatively

	3. Use knowledge and skills proficiently

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   This course contributes to and aligns with UFV's Indigenization goals primarily in the terms of topic selection and curriculum delivery. The course opens with an exploration of the role of fruit crops for Sto:lo peoples including pre-contact and contemporary uses and cultivation practices. Throughout the class we take the learning on to the land, both to farms in Abbotsford and Chilliwack and the outdoor classroom (behind H-building). Hands-on learning is integrated throughout each class. These elements align with First Peoples Principles of Learning First Peoples Principles of Learning – First Nations Education Steering Committee FNESC *specifically (with underlines for my emphasis)*

   - *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*
   - *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*
   - *Learning involves recognizing the consequences of one's actions*
   - *Learning recognizes the role of Indigenous knowledge.*

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *This course has pre-class readings/viewings from online sources and a quiz that is completed pre-class, to ensure readings are completed. During class students are given time to complete worksheets with lectures broken up with periods for hands-on learning. Tests and quizzes emphasize problem solving and working through scenarios and there is an option of oral assessment. The large research project is scaffolded to allow for smaller assessments that build to the final presentation. These methods have been chosen to make this very technical and comprehensive accessible to all students regardless of learning styles and previous experience with agriculture.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses) for every lecture.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat $30, hand lens $15, field trip kilometers from CEP campus – Willems Berry Farm – 35 km, to Chilliwack field trip options – 15 km (total fuel costs <$40).*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2013
Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AGRI 323	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Fruit Crop Production: Science & Practice **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty: ~~Faculty of Applied and Technical Studies~~Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

~~Field~~ Both commercial production ~~of commonly grown fruit crops in British Columbia will be discussed~~and traditional production practices by Indigenous peoples (pre-contact and contemporary) of fruit crops will be explored. Topics include biology~~, physiology~~ of the crop groups, site selection factors, ~~as influenced by environmental and economic conditions,~~ field preparation, variety selection, ~~and~~ cultivation practices,. ~~Post~~ post harvest physiology, storage and marketing. The current use of robotics, automation and data science will be examined for the production of commodities ~~round up the course. If time permits, some tropical fruits may be discussed. Field trips are required outside regular hours, including Saturdays.~~ This course is offered in odd numbered years. Field trips are required.

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

Prerequisites (or NONE):	~~AGRI 124, or 30 hours' university credit, or instructor's permission~~
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	AGRI 124~~———~~

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

Former course code/number: **AGRI 223**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

~~[click to select]~~Lecture/seminar ~~Lectures~~	25
~~[click to select]~~Supervised laboratory hours (science lab)Se	~~8~~10
~~[click to select]~~Experiential (field trip) ~~Field experience~~	~~6~~10
Tutorials/workshops ~~Workshop~~	~~6~~
[click to select]	
Total hours	**45**

Scheduled Laboratory Hours

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

Course Details

Special Topics course: **~~[click to select]~~No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **~~[click to select]~~Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: **~~Annually~~Fall only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination; writing of scientific paper on fruit crops.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **~~[click to select]~~Yes**

Submit outline for (re)articulation: **[click to select]**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**
Faculty Council approval	**Date of meeting:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

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

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

1. ~~describe requirements to successfully grow a wide variety of fruit crops~~Describe the commercial fruit industry in BC in terms of current production and future opportunities
2. ~~apply this knowledge to the specific fruit crops of economic importance to British Columbia~~Describe Indigenous cultivation practices in the Fraser Valley, pre-contact and contemporary
3. ~~apply~~ Explain the underlying science ~~background~~ (~~biology~~morphology, ~~physiology~~physiology, and post-harvest handling) in order to develop an evidence-based approach to sustainable commercial production of ~~to~~ specific crops
4. ~~outline~~ List the requirements for selecting a suitable site for various fruit crops including ecosystem impacts and services of site characteristics
5. ~~perform~~ Perform soil and other tests (e.g., chlorophyll content) to determine ~~soil amendments and~~ improvements for optimum plant growth

~~growth~~

6. ~~select and locate appropriate varieties of plant materials~~Differentiate the pros and cons of various varieties, including older heritage varieties and newer varieties

~~6a. describe the extend and use of the BC berry breeding and tree fruit breeding programs~~7. Describe current methods used in fruit breeding including traditional breeding and various genetic approaches (transgenics, gene editing)

~~7. compare and contrast a variety of planting techniques~~

~~8. plan and implement a support structure where required~~

~~9~~8. ~~identify~~ Identify ~~major weeds, diseases and pests of respective crops~~both abiotic and biotic causes of crop stress and yield loss

~~10. propose appropriate fertilizer and application methodology~~

~~11. design and describe appropriate crop cultivation techniques~~

~~12. estimate field crop yields using Yield Component Analysis (YCA)~~ 9. Conduct a group research project including question development, literature review, experimental design, data collection, data summary, interpretation, and presentation

~~13. d~~10. Determine appropriate timing (yield estimation) and techniques for harvest ~~and marketing~~ of ~~major~~ fruit crops in British Columbia

11. Identify the use of automation, robotics, and data science in fruit production as tools for addressing labour, sustainability, and other production issues

12. Identify different types of pollination management approaches for fruit production

~~14. outline appropriate post-harvest procedures for each crop~~

~~14. outlin~~

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

~~Assignments:~~ ~~40~~%	[click to select] ~~Midterm 20~~%	Final exam: 20%
~~[click to select]~~Project: 25%~~Participation an~~	~~[click to select]~~Quizzes/tests: 30%	~~[click to select]~~Assignments: 25%

Details:

Hands on activities will be interspersed with lectures and conducted in the lab, greenhouse, and outdoor classroom on CEP campus during scheduled class meeting times. One field trip early in semester to a mixed berry farm in Abbotsford. Students can choose between two harvest field trip options: Van Maren Farm (Hazelnuts) or TriR Farms (Cranberries) – both located in Chilliwack.

Weekly quizzes are done pre-class to ensure that students have completed the pre-class readings. Assignments consist of weekly to bi-weekly worksheets that assess students learning usually with hands-on activities dispersed through the lecture. A larger research project is scaffolded into a series of smaller assignments.

~~Seminars, problem solving exercises, lecture, slides and video, term paper in scientific format, field tours, industry specialist guest speakers, on-line supplementary course materials and discussion groups. A major all day field trip in early September provides students with a broad, practical overview of fruit production~~

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.	[click to select]	~~Childers~~	~~Modern Fruit Science~~	~~____~~
2.	[click to select]	~~____~~	~~Berry Production Guide for Commercial Growers - latest edition~~	~~____~~
3.	[click to select]	~~____~~	~~Tree Fruit Production Guide for Commercial Growers - latest edition~~	~~____~~
4.	[click to select]	~~____~~	~~Grape Production Guide for Commercial Growers - latest edition~~	~~____~~
5.	[click to select]	~~Jackson, D~~	~~Remperate & Subtropical Fruit Production ISBN: 0-409-701-491~~	~~1986~~

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

~~Approximately $40 to cover field trips, calculator, appropriate clothing for field tours, field notebook~~

Course Content and Topics

~~All day MANDATORY Saturday field trip. Information from this field trip will be examinable.~~

~~B. Science of fruit production, biology and physiology~~

~~C. Background information for a variety of selected crops~~

~~- site selection~~

~~- site preparation~~

~~- planting techniques and transplants~~

~~C. Crops selected from the following list, as time permits~~

~~1. Berry fruits:~~

~~- strawberry~~

~~- cranberry~~

~~- blueberry~~

~~- raspberry~~

~~- blackberry~~

~~- misc. berries and crosses~~

~~2. Tree fruits:~~

~~- apple~~

~~- pear~~

~~- peach~~

~~- cherry~~

~~3. Post harvest physiology and marketing~~

~~4. Tropical and subtropical fruit, as time permits~~

	Topic
Week 1	What is a Fruit? Fruit Production by Sto:lo peoples in the Fraser Valley : Berry patches/forest gardens and survey of locally important fruit crops
Week 2	Field trip to Willems Berry Farm (Abbotsford BC)
Week 3	Taxonomy, Morphology, Physiology, Life History
Week 4	Biotic Resources: Plants – variety selection and breeding Abiotic Resources; nutrients, water, light, temperature – Site selection
Week 5	Thanksgiving
Week 6	Nutrient and Pest Management
Week 7	Production – Harvest and dormancy (Van Maren Hazelnut Farm – Harvest Option

	1)
Week 8	Production – maintenance/pre-production (Tri R Cranberries – Harvest Option 2)
Week 9	Production – propagations
Week 10	Production Catch-Up and Post-harvest Fruit Quality
Week 11	Research Project Work Day – final data collection and poster layout
Week 12	Industry trends and issues (including automation trade, labour, competition, sustainability)
Week 13	Fruit Production Research Day – Poster presentations

NB: Dates for harvest field trips will vary from year to year.

Fall 2022

Building Trust Across Cultures

Trusting relationships are at the foundation of inclusivity. In professional settings, the actions and experiences that establish trust can differ across individuals and cultures.

In this workshop, we will:

- discuss why taking time for trust building is vital in multicultural interactions and teams.
- define different orientations to trust-building and locate our own orientation.
- learn about the role of empathy and cultural humility in trust building.
- explore strategies for shifting our approach trust-building in work with colleagues and students.

This will be an interactive workshop – be prepared for reflection and application activities. If you have questions or specific scenarios you would like to discuss, please contact Victoria Surtees: Victoria.surtees@ufv.ca

Eager to read ahead? Check out these two resources to start reflecting on what trust means to you in the context of communication across cultures.

- Ward, R. (2019). Building trust before truth: How non-indigenous Canadians become Allies. https://animikii.com/news/building-trust-before-truth-how-non-indigenous-canadians-become-allies
- Meyer, E. (2016). The head or the heart: Two types of trust and how they grow, *The culture map: Decoding how people think, lead, and get things done across cultures*. PublicAffairs.

Date & Location: Tuesday, October 4th, 2022
12:00 PM – 1:30 PM
Location: Abbotsford, A203B

Facilitator: Victoria Surtees, Teaching & Learning specialist, Internationalization

Register: https://www.eventbrite.com/e/building-trust-across-cultures-tickets-384264253727

Equity Diversity Inclusion 101

3-Part Series

Dates: October 6th, 13th, 20th

Time: 12:00 PM – 1:00 PM

Location: Room, A225

Facilitator: Sundeep Hans, Director, Equity, Diversity and Inclusion

Register: https://www.eventbrite.com/e/equity-diversity-inclusion-101-3-part-series-tickets-384266259727

Building & Sustaining Workplace Mental Health and Performance Beyond the Great Re-set

Join Lori Schmidt, Debbie Pearmain, Victoria Grainger and Tyler Hoffman as they share workplace mental health predictions and practical tips, tools and solutions to create a sustainable plan to support employee mental health, wellbeing and organizational performance. Learn:

- Workplace mental health predictions for the echo pandemic
- How to align and evaluate employee mental health and workplace goals
- Practical tips, tricks and tools to sustainably support a culture of mental health and performance from experts in workplace mental health, employee engagement, productivity, benefits and workplace performance

Date & Location: Thursday, September 22nd, 2022
12:00 PM – 1:00 Pm

Facilitator: Wellness Works
Register: https://us02web.zoom.us/meeting/register/tZAldeyhrzwjE9JdNI9BapfvhtHnb9pgCch2

Stress Busters I

When stressors overwhelm us, we need effective techniques to bring us back to equilibrium. This session explores all aspects of the stress response, focusing on practical tips and tools to bring us to optimal stress levels, thereby helping us to maximize our energy and performance

Date & Location: Monday, October 17th, 2022
12:00 PM – 1:00 PM
Zoom
Facilitator: Ronaye Coulson, Homewood Health
Register: https://www.eventbrite.com/e/stress-busters-i-tickets-368655016077

Building Working Relations

Every time we interact with someone, we have an opportunity to build or damage the relationship we have with them. Improving the quality of relationships in the workplace can enhance productivity and reduce conflict. This session invites participants to be aware of three key "tools" we can use to build relationships, reflect on how to use these tools effectively, and develop strategies to address relationship challenges

Date & Location: Monday, November 7th, 2022

1:00 PM – 2:00 PM

Zoom

Facilitator: Ronaye Coulson, Homewood Health

Register: https://www.eventbrite.com/e/building-working-relations-tickets-368662839477

Authentic Communication

Unfortunately, human nature is typically to avoid "speaking one's truth" when it has the potential to spark open conflict. The inevitable result is misunderstanding, gossip, tension, anger, and in more extreme cases, a breakdown of the team. In contrast, environments that are open and honest yet caring are far more likely to create the conditions for individuals, teams, and organizations to thrive.

This workshop focuses on how to express oneself in an authentic way, while maintaining psychological safety for both parties, with a view to building trusting relationships.

Date & Location: Thursday, October 20th, 2022

9:00 AM – 1:00 PM

Abbotsford, B121

Facilitator: Kwela Leadership

Register: https://www.eventbrite.com/e/authentic-communication-tickets-368664023017

Mental Health at Work: Awareness

This workshop helps employees gain understanding and build comfort in talking about mental health and mental illnesses. Participants learn how to support co-workers who may be experiencing poor mental health. In the 2-hour workshop, participants gain more knowledge and explore practical ways to develop their mental resiliency

Date & Location: Wednesday, October 26th, 2022

10:00 AM – 12:00 PM

Abbotsford, A225

Facilitator: Lucette Wesley, Canadian Mental Health Association

Register: https://www.eventbrite.com/e/mental-health-at-work-awareness-tickets-369202664107

Ergonomics

This Webinar is as lively and interactive as you can be on Zoom! We provide participants with practical knowledge about how to set themselves up correctly in their own workspace and how to work safely. The focus is how to set up your desk, chair, monitor, keyboard, mouse, and other equipment correctly. We will also cover safe ergonomic behaviors, best practices, and highlight the importance of regular interrupt exercises to establish a habit of creating movement for Office workers. We will lead the group through a series of interrupt stretches they can perform throughout the course of their workday, without needing to stray too far from their desk

Date & Location: October 12th, 2022

12:00 PM – 1:00 PM

Zoom

Facilitator: MoveSafe

Register: https://www.eventbrite.com/e/ergonomics-tickets-369203647047

Working in Today's Multi-Generational Workforce

In this 90-minute workshop we discuss the 5 generations now in the workplace and how to effectively communicate with each generation.

Date & Location: September 28th, 2022

12:00 PM – 1:30 PM

Zoom

Facilitator: Geoff Frost & Assoc

Register: https://www.eventbrite.com/e/working-in-todays-multi-generational-workforce-tickets-369204760377

The Importance of Cognitive Diversity

Unlike demographic diversity, which focuses on achieving a combination of different characteristics in its workforce, such as gender and age, cognitive diversity focuses on having a variety of thinking styles and perspectives. During this 90 minute highly interactive inter-active workshop, we will explore our own social styles as they relate to cognitive diversity, including an exercise, break-out group, and video. An informal assessment of social styles will be made available ahead of time to each participant along with a description of social styles. Please come prepared for a lively discussion on this subject.

Date & Location: November 3rd, 2022

12:00 PM – 1:30 PM

Zoom

Facilitator: Geoff Frost & Assoc

Register: https://www.eventbrite.com/e/the-importance-of-cognitive-diversity-tickets-369205683137

Feedback and Coaching for Improved Performance

Maximizing employee performance depends on the effective utilization of leadership skills, and a targeted approach to individual employee development. This workshop provides guidance on how leaders can maximize their credibility and influence, deliver meaningful feedback, and work directly with their employees to maximize performance

Date & Location: Tuesday, October 25, 2022

10:00 AM – 12:00 PM

Abbotsford, A225

Facilitator: Tsitsi Chizengeni, and Zoe Strazza

Register: https://www.eventbrite.com/e/feedback-and-coaching-for-improved-performance-tickets-369207378207

Effective Communication

During this session, participants will learn about their own communication style and preferences, recognize barriers to effective communication, and develop an appreciation for the basic styles of communication. Participants have the opportunity to develop active listening skills and learn different communication models to improve everyday communications.

Date: Thursday, September 29, 2022
12:00 PM – 1:00 Pm
Zoom
Facilitator: Glenda Johnston
Register: https://www.eventbrite.com/e/effective-communication-tickets-384281655777

Change Matters

Using the current changes taking place as a backdrop, participants will learn about the context and drivers of change, explore their natural response to change, as well as identify strategies to successfully navigate transition.

- Understand the context and drivers of change.
- Explore the Karrin Curve
- Understand change vs transition.
- Explore your natural response to change, building on your Insights Discovery awareness.
- Understand our preferences for change and the Colourful Responses to change
- Identify what you need to successfully navigate change.

Date: Thursday, October 27, 2022
12:00 PM – 1:00 Pm
Zoom
Facilitator: Glenda Johnston
Register: https://www.eventbrite.com/e/change-matters-tickets-384282197397

Managing your Time

This session will provide participants with some useful tools to increase their productivity and strategic use of time. Everyone is busy however, not everyone is 'productivity' busy. Most of us know we need to organize our time more effectively. The challenge is to find a practical way to do that.

Time is our most valuable resource. We all have good and bad time management habits that need to be reinforced or modified. Small adjustments can lead to huge benefits.
Unfortunately, there are many time wasters and lower priority activities that pull us away from our primary activities.

- Five 'universal truths' about time management
- Seven deadly time wasters
- Four colourful views of time management
- Four important steps that can help prioritize
- Ways to deal with the ever-present 80/20 rule

Date: Thursday, November 24, 2022
12:00 PM – 1:00 Pm
Zoom
Facilitator: Glenda Johnston
Register: https://www.eventbrite.com/e/managing-your-time-tickets-384282929587

Social Media Basics

This two-hour workshop will provide an overview of the social media landscape and an in-depth look at Facebook, Instagram, Twitter and LinkedIn for both individuals and brands. Learn how to build a following, engage with your audience and, above all, why content is king. Learn about how social media fits into UFV's strategic marketing and communications goals and learn from a few brands that are winning the social media game.

Participants will have the opportunity to interact with each other during pop social media trivia as well as test what they have learned by creating social media content on the fly.

Date & Location: Wednesday, October 26, 2022
10:00 AM – 12:00 PM
Online
Facilitator: Breanna Willock
Register: https://www.eventbrite.com/e/social-media-basics-tickets-381888578017

Minute taking

This workshop provides introductory minute-taking skills in a digital environment. Participants will learn the steps in the minute-taking process including agenda, pre-meeting minutes, and minute template skills. The workshop will also focus on iCompass, an agenda and meeting management software.

Date & Location: Friday, October 21, 2022
10:00 AM – 11:30 AM
Online

Facilitator: Lisa McMartin

Register: https://www.eventbrite.com/e/minute-taking-tickets-381909159577

Advanced Excel

Learn advanced skills in Microsoft Excel through Blackboard Collaborate. Topics may include financial functions, table creating and manipulation, PivotTables and PivotCharts, custom formatting, and consolidating data.

Date & Location: Tuesday, October 18, 2022
12:00 PM – 1:30 PM
Online

Facilitator: Cristina Philips

Register: https://www.eventbrite.com/e/advanced-excel-tickets-381913673077

Transitioning to MS Office 365: Word, Excel, Outlook

UFV has transitioned to MS Office 365, providing employees with access to additional MS programs and services. While there aren't many major changes within the programs, this course will highlight differences and how to navigate this new system. We will discuss Excel, Word and Outlook.

Date & Location: Tuesday, November 1, 2022
12:00 PM – 1:30 PM
Online

Facilitator: Fariba Jafary

Register: https://www.eventbrite.com/e/transitioning-to-ms-office-365-word-excel-outlook-tickets-381914325027

Presentation Skills

This course will provide and demonstrate key strategies for preparing and delivering effective presentations.

Date & Location: Thursday, October 13, 2022

9:00 AM – 11:00 AM

Abbotsford, A203B

Facilitator: Monika Affleck

Register: https://www.eventbrite.com/e/presentation-skills-tickets-381915438357

MS One Note

Date & Location: Wednesday, November 9, 2022

12:00 PM – 1:30 PM

Online

Facilitator: Cristina Philips

Register: https://www.eventbrite.com/e/onenote-tickets-381917514567

Adobe Pro

Now that Adobe Acrobat Pro has been made available to UFV Employees, you may have some questions on what you can do with it. Join us for a workshop that will cover creating forms and editing pdfs. We will also go over certificate-based signatures, filling and signing forms and collecting signatures from others. Please contact the instructor at Courtney.boisvert@ufv.ca by October 4th if you have any specific topics you'd like to learn more about.

Date & Location: October 6, 2022
12:00 PM – 1:30 PM
Online

Facilitator Courtney Boisvert

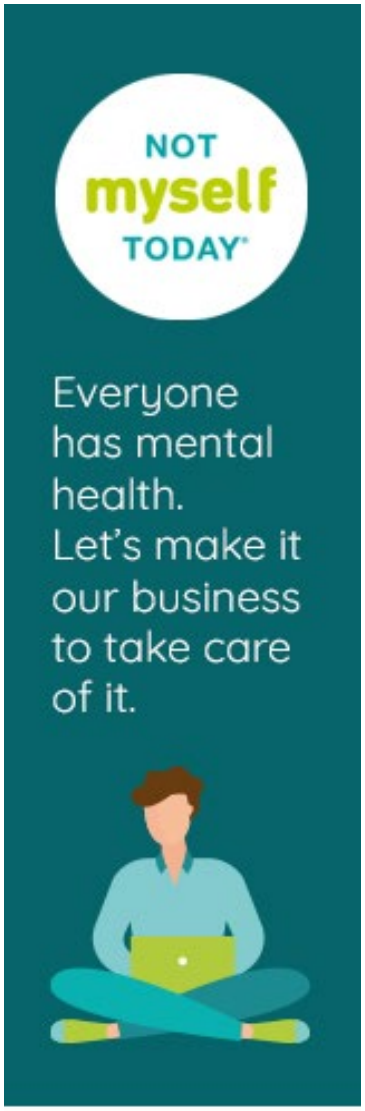
Register: https://www.eventbrite.com/e/adobe-pro-tickets-403773115257

Safety Series

Stay tuned for information on workshops offered in the Fall focused on health & safety topics.

Help us create a mentally healthy workplace with Not Myself Today

Training Program for Supervisors and Managers



To support our institution in this commitment, second workshop series of *Not Myself Today®*, an initiative of the Canadian Mental Health Association, starts in September 2022. This program will be delivered in five workshops over the coming weeks and months, and I encourage you to explore the resources, tools and activities that will be offered in our workplaces, and that are available to each of you to explore online 24/7.

Register: https://www.eventbrite.com/e/not-myself-today-tickets-400798447947

Workshop 1 – Learning the Basics

First module will focus on creating a foundation for increased mental health awareness, improved understanding, and reduced stigma to foster a safe, supportive, and mentally healthy work environment.

Date: September 28, 2022

Time: 11 am – 12:30 pm

Location: TBC

Takeaways:

- Mental Health 101
- Language Do's and Dont's
- How to Tell if Someone is Struggling with Their Mental Health

Workshop 2 – Working with Emotions

Learn skills and knowledge to help identify, understand, and work with your own emotions, and those of others.

Date: October 12, 2022

Time: 11 am – 12:30 pm

Takeaways:

- Train Your Brain to Master Your Mood
- Tips to Improve Your Emotional Intelligence

Workshop 3 – Addressing Stress

Develop resilience by learning where stress comes from, what strategies can help manage it, and what tools and resources are available to support mental health and well-being.

Date: November 2, 2022

Time: 11 am – 12:30 pm

Takeaways:

- Identifying Job-related Stressors
- Tips to De-stress at Work
- Mindful Moments
- De-stress Tips for Teams
- Coping with Crisis and Change
- Managing Your Team Through Crisis and Change

Workshop 4 – Building Culture

Set conditions for a psychologically safe and supportive work environment by building knowledge and practical skills that empower employees.

Date: November 23, 2022

Time: 11 am – 12:30 pm

Takeaways:

- Your Role in Fostering a Positive Work Culture
- Supporting the Mental Health of Your Team for Managers
- Why Kindness Matters
- Quick and Easy Ways to Practice Gratitude Every Day
- Setting Conditions
- Building Psychological Health and Safety in a Remote Setting

Workshop 5 – Talking Openly

Foster an atmosphere of respect, inclusion, and psychological safety by giving employees at all levels the knowledge and tools to engage in open, productive dialogue.

Date: December 7, 2022

Time: 11 am – 12:30 pm

Takeaways:

- Navigating Disclosure
- Responding to Mental Health Concerns for Managers