



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**May 17, 2024 - 10:00 AM**  
**A225**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 7      **2.1. UEC draft minutes: March 22, 2024**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

8 - 27      **3.1. Communication: Course outlines**

Review with changes including prerequisites: CMNS 140

Review with changes: CMNS 235

Review with changes including prerequisites: CMNS 335

Review with changes: CMNS 345

Review with changes including credits and total hours: CMNS 399

MOTION: To approve the CMNS course outlines as presented.

28 -      **3.2. Modern Languages: Course outlines**

43      Review with changes including total hours: HALQ 101, 102, 201, 202

MOTION: To approve the HALQ course outlines as presented.

44 -      **3.3. Psychology: Course outlines**

83      Review with changes: PSYC 221

Review with changes including title: PSYC 250

Review with changes: PSYC 302, 303, 325, 326

Review with changes including prerequisites: PSYC 351, 355

Review with changes: PSYC 356

Review with changes including prerequisites: PSYC 357

MOTION: To approve the PSYC course outlines as presented.

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**3.4. Business: Programs**

Change to entrance requirements: Business Analytics post-baccalaureate diploma

Change to entrance requirements: International Business post-baccalaureate diploma

MOTION: To recommend approval of the Business Analytics post-baccalaureate diploma entrance requirements as presented, effective January 2025.

MOTION: To recommend approval of the International Business post-baccalaureate diploma entrance requirements as presented, effective January 2025.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

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**4.1. Learning Outcomes Guide**

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**4.2. UEC Terms of Reference**

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**4.3. Official course outline form**

**4.4. UEC Liaison reports**

**4.5. Policy Subcommittee report**

**4.6. APPC report**

**4.7. Senate report**

Nomination of 2024/25 UEC Chair

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

**5. INFORMATION ITEMS**

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**5.1. Horticulture Crop Production and Protection certificate**

Correction of clerical error

**5.2. Updated Procedures for Program Suspension and Discontinuance**

April 2024 Procedures: [https://www.ufv.ca/media/assets/pdqa/suspension--discontinuance/Procedures-Program\\_Discontinuance\\_Suspension-April-2024.pdf](https://www.ufv.ca/media/assets/pdqa/suspension--discontinuance/Procedures-Program_Discontinuance_Suspension-April-2024.pdf)

**5.3. Program suspensions and discontinuations**

Discontinued: Hospitality Event Planning certificate

**6. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

March 22, 2024  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Donna Alary, Michael Batu, Chris Campbell, Claire Carolan, Rhonda Colwell, Samantha Hannah, Shirley Hardman, Carl Janzen, Amber Johnston, David Johnston, Selena Karli, Dana Landry, Carolyn MacLaren, William Maher, Lisa McMartin, and Linda Pardy  
**ABSENT:** Ian Affleck, Vlad Dvoracek, Claire Hay, Bobby Jaswal, David McGuire, Shel Stefan, and Kevin Wainwright  
**GUESTS:** Sarah Graham, Shelley Liebembuk, Rashad Mammadov, Heather McAlpine, Renee Prasad, Michelle Rhodes  
**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: March 1, 2024

**MOTION:**

To approve the draft minutes as presented.

CARRIED

**3. COURSES AND PROGRAMS**

**3.1. Child, Youth, and Family Studies**

Discontinuation: FAM 01, 02, 03, 04, 05, 06

**MOTION:**

To approve the discontinuation of FAM 01, 02, 03, 04, 05, and 06 as presented.

CARRIED

**3.2. Communications**

New course: CMNS 310, Professional Communication Ethics

**MOTION:**

To approve the CMNS 310 course outline as presented.

CARRIED

**3.3. English**

Review with changes: ENGL 323, 331, 335

Review with changes including title: ENGL 360

**MOTION:**

To approve the ENGL course outlines as amended:

- ENGL 323 title changed back to "Topics in Romanticism"

- ENGL 323 evaluation: "final paper" changed to "final project"  
CARRIED

**3.4. Agriculture Technology**

Review with changes including title and prerequisites: AGRI 210, 390, 490

Changes to program requirements and addition of Agribusiness option:

Agriculture Technology diploma

Changes to program requirements: Horticulture Crop Production and Protection certificate

Changes to program requirements: Livestock Production certificate

**MOTION:**

To approve the AGRI course outlines as amended:

- Learning outcomes that reference specific activities (e.g. "literature review") will be revised to refer to outcomes.

CARRIED

**MOTION:**

To approve the changes to the current Agriculture Technology diploma as presented, effective September 2024.

CARRIED

**MOTION:**

To recommend approval of the Agriculture Technology diploma Agribusiness option as presented, effective September 2024.

CARRIED

**MOTION:**

To approve the changes to the Horticulture Crop Production and Protection certificate as presented, effective September 2024.

CARRIED

**MOTION:**

To approve the changes to the Livestock Production certificate as presented, effective September 2024.

CARRIED

**3.5. Arts and Integrated Studies**

Change to program requirements: General Studies diploma

Additional changes will be made to this program, but not until the Liberal Arts diploma, Bachelor of Arts, and Bachelor of Integrated Studies have been further reviewed and revised.

**MOTION:**

To approve the changes to the General Studies diploma as presented, effective September 2024.

CARRIED

**3.6. Creative Arts**

Changes to entrance and program requirements: Bachelor of Fine Arts

**MOTION:**

To recommend approval of the Bachelor of Fine Arts entrance and program requirements as presented, effective September 2024.  
CARRIED

**3.7. Environmental Studies**

Changes to entrance and program requirements: Bachelor of Environmental Studies

Changes to entrance and program requirements: Bachelor of Environmental Studies (Natural Sciences)

Notes in the entrance requirements that only relate to program requirements will be removed. This information can be included elsewhere if necessary.

**MOTION:**

To recommend approval of the changes to the Bachelor of Environmental Studies entrance and program requirements as presented, effective September 2024.  
CARRIED

**MOTION:**

To recommend approval of the changes to the Bachelor of Environmental Studies (Natural Science) entrance and program requirements as presented, effective September 2024.  
CARRIED

**3.8. Continuing Education**

Changes to entrance and program requirements: Legal Administrative Assistant certificate

Changes to entrance and graduation requirements: Nursing Unit Clerk certificate

Changes to entrance requirements: Paralegal certificate

Changes to entrance and graduation requirements: Paralegal diploma

Notes in the entrance requirements regarding keyboarding and digital literacy will be moved to the introductory sections, and the graduation requirements for the Legal Administrative Assistant certificate will be clarified.

**MOTION:**

To recommend approval of the Legal Administrative Assistant certificate entrance requirements as presented, effective September 2024.  
CARRIED

**MOTION:**

To recommend approval of the Nursing Unit Clerk certificate entrance and graduation requirements as presented, effective September 2024.  
CARRIED

**MOTION:**

To recommend approval of the Paralegal certificate entrance requirements as presented, effective September 2024.  
CARRIED

**MOTION:**

To recommend approval of the Paralegal diploma entrance and graduation requirements as presented, effective September 2024.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Program development procedures**

Feedback that has already been received is available to UEC members in Teams. Committee members were asked to review the proposed documents.

**4.2. UEC Terms of Reference**

Senate subcommittees are required to annually review their Terms of Reference. The Provost and Vice-Provost have also asked that UEC's Terms of Reference make clear what types of activities the committee does, and include any activities that are currently being done but are not fully represented.

Possible suggestions include changing the Vice-Chair position to an Executive Secretary, considering an ex-officio position to specifically represent an "EDI voice", and consulting with the Deans on possible revisions.

There is also a need to better support student members on UEC and other Senate standing committees.

**4.3. UEC Liaison reports**

There were no reports.

**4.4. Policy Subcommittee report**

The Policy Subcommittee has begun work on the Course Credits policy (105) and is finishing work on the Course Repeat policy (86).

**4.5. APPC report**

This report was postponed.

**4.6. Senate report**

This report was postponed.

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

This report was postponed.

**5. INFORMATION ITEMS**

**5.1. Program suspensions and discontinuations**

**UEC Draft Minutes**  
**22 Mar 2024**

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Two-year suspension: Physical Geography major  
Two-year suspension: Physical Geography minor  
Two-year suspension: Physical Geography Honours  
Two-year suspension: Geographic Information Systems certificate

**6. ADJOURNMENT**

The meeting was adjourned at 11:58 am.

**Memo for Course Changes**

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: February 29, 2024

**Subject: Proposal for revision of CMNS 140**

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

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

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

2. Rationale for change:

- a. **Calendar description:** As part of its six-year review, this course's calendar description was tidied up to remove unnecessary information.
- b. **Prerequisites:** The prerequisite for this course was established at a time when there was concern that some students in university-level courses did not meet the minimum English language proficiency standards; however, that concern has been addressed institutionally and will be further remedied with upcoming changes to Policy 99 English Language Proficiency. Additionally, the School would like this course's prerequisite to be in line with CMNS 180 and CMNS 235; these three courses are not writing intensive, but still require the level of academic maturity we can expect from a student entering first year having met the ELP standards.
- c. **Frequency:** The course is currently offered once per year now that the CMNS major is available to students.
- d. **Learning outcomes:** The learning outcomes were updated, specifically to include explicit reference cultural background and to highlight how discussions of EDI are integral to the content.
- e. **Textbook:** The text was updated to reflect the one currently in use. The edition has not been updated since 2016. We are expecting an update soon but have received no word.



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 \(ILOs\)](#): Changes to the learning outcomes are not substantial. One outcome that focused primarily on "workplace skills" was removed, partly because the School of Communication is shifting focus away from "workplace" and toward "professional contexts," and partly because the outcome seemed redundant. Other changes to the outcomes are detailed in questions 6 and 7 below.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [This course is not required by other programs.](#)
5. Which program areas have been consulted about the change(s)? [School of Communication only.](#)
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 requires students to explore the impact of culture and worldview on their own perceptions and unconscious biases, and also to consider how others' biases could impact a communication situation. Examples and case studies that discuss Indigenous issues are included in almost every unit as we ask students to challenge their personal assumptions about the ways in which they communicate and interact with others. One of the textbook chapters specifically addresses the impact of culture on communication, and since this is a Canadian text, there is inclusion of material, examples, and scenarios related to the experiences of First Peoples in Canada.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [The course is designed with assignments that allow students to demonstrate their learning in a number of different formats and focus heavily on reflection and problem solving. Students work in groups in class for activities that are worth marks, but they have the option to drop their lowest activity mark in case they have an unavoidable absence. We discuss different ways people prefer to participate in class and value both verbal interaction and quiet, written reflection equally. Principles of decolonization and of equity, diversity, and inclusion are discussed as they relate to interpersonal communication in almost every unit of this course.](#)
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [n/a](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$125 for the textbook.](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 140                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Interpersonal Skills for the Workplace<br><b>Course Short Title:</b> Interpersonal Skills Workplace                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Focuses on interpersonal communication primarily between two people and within small groups. Students reflect on how their own behaviours and responses affect others and use their knowledge of communication theories to analyze scenarios and case studies and to inform practical application of skills.                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>this is a process course which includes personal reflection and application of skills to a variety of scenarios.                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> March 1, 2024</span>                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Discuss the basic principles of effective interpersonal communication.
2. Identify barriers to effective communication.
3. Explain how their own emotions, perceptions, values, and beliefs shape their personal and professional interactions.
4. Identify the impact of cultural background on interpersonal communication by analyzing various cultural communication norms including those of First Peoples.
5. Analyze verbal and non-verbal communication.
6. Discuss the power of language, tone, and voice in interpersonal communication, especially related to definition and practice of equity, diversity, and inclusion.
7. Describe the effects of technology on interpersonal communication.
8. Analyze case scenarios to determine interpersonal communication strategies.
9. Demonstrate active listening and giving and receiving constructive feedback.

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

|             |     |              |     |                |     |
|-------------|-----|--------------|-----|----------------|-----|
| Final exam: | 15% | Assignments: | 75% | Quizzes/tests: | 10% |
|             | %   |              | %   |                | %   |

**Details:**

Assignments may include:

|                                                           |     |
|-----------------------------------------------------------|-----|
| Self-reflection paper                                     | 20% |
| Interaction critiques and analyses of workplace scenarios | 35% |
| Self-evaluations of recorded role-play exercises          | 20% |
| Quizzes/tests                                             | 10% |
| Final exam                                                | 15% |

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

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

Lecture, experiential learning using case studies, demonstration of skills, role playing, recording with feedback and reflection, and group discussions.

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

| Type        | Author or description                        | Title and publication/access details                                                                                                                | Year |
|-------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | DeVito, J.                                   | <i>Messages: Building interpersonal communication skills</i> , 5 <sup>th</sup> Can. Ed. Toronto: Pearson                                            | 2016 |
| 2. Article  | Sonal, S.                                    | Social media platforms and the paradigm shift in interpersonal communication. <i>IUP Journal of Soft Skills</i> . Mar 2022, Vol. 16 Issue 1, p23-30 | 2022 |
| 3. Article  | Kick, A.L, Contactos-Sawyer, J. & Thomas, B. | How Generation Z's reliance on digital communication can affect future workplace relationships. <i>Competition Forum</i> , 13 (2), 214-222.         | 2015 |
| 4.          |                                              |                                                                                                                                                     |      |
| 5.          |                                              |                                                                                                                                                     |      |

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

**Course Content and Topics**

- Foundations of interpersonal communication models and theories
- Challenges in interpersonal communication
- The role of reflection
- Culture
- Perception of self and others
- Listening
- Verbal and nonverbal communication
- Emotion in professional communication situations
- Relationships and handling conflict
- Effective evaluation strategies

**Memo for Course Changes**

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: January 25, 2024

**Subject: Proposal for revision of CMNS 235**

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

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

**Six-year review**

Number and/or course code

Credits and/or total hours

Title

Calendar description

Prerequisites and/or co-requisites

Frequency of course offering

**Learning outcomes**

**Delivery methods and/or texts and resource materials**

PLAR options, grading system, and/or evaluation methods

Discontinuation of course

Other – Please specify:

2. Rationale for change:

*We updated the course learning outcomes to avoid repetition, to ensure they were commensurate with current teaching practices and to clarify / reduce the number of learning outcomes. We also updated the textbook to reflect new publication and Canadian specific content.*

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

*The new learning outcomes more accurately reflect the ways that:*

- *Students analyze critically and imaginatively (ILO 3; CLO 1, 2)*
- *Put self-reflection and research to use in reaching an audience (ILO6; CLO 5, 7)*
- *Engage in organizational and educational leadership activities (ILO 7, 8; CLO 1, 8)*
- *Contribute regionally and globally (ILO 9; CLO 2, 4, 6).*

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

*No, but it is heavily subscribed by students in other programs, especially those seeking a Professional Communication Essentials associate certificate.*

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

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

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

The course fulfills the TRC Calls to Action through the requirement of, and reflection on, territorial land acknowledgements in student speeches as described in the UFV policy document *Fulfilling Our Commitment to Aboriginal Peoples* (BRP-200.05). These are considered and developed through the connection of land acknowledgements to speech topics, personal experience and community identities / values. Additionally, the class puts a strong focus on self-reflection relating to the development of empathy, understanding, and mutual respect in and beyond the classroom, campus, and community. Students provide feedback and evaluation to each other, develop skills in shared activities and work to empathetically connect respectfully with others, as required by the TRC (63.iii). This work encompasses the development of safe and welcoming communities of learning in the classroom for students of all backgrounds, with a stated and specific emphasis on Indigenous identities and histories.

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

Course assignments encompass a wide variety of choices and approaches to learning and presentation, including visual, audio, tactile, and theoretical approaches. While the speaking schedule is set, self-reflection assignments are given more latitude and can usually be submitted within a rolling one-week window. Students learn to connect with audiences of different cultural, social and personal backgrounds through shared ideas, experience, and information, as well as to respect difference through the valuation of personal lived experiences, anecdotes, emotions and facts. Document design for visual materials and structural design for audio delivery constitutes an important part of major assignments.

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 235                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Public Speaking<br><b>Course Short Title:</b> Public Speaking                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students examine and practice the principles and psychology of effective speaking. Specific areas include informal presentations to small groups, formal presentations, meeting management, workshop facilitation using presentation aids, developing the voice, and improving body language.<br><br>Note: Instructors require 80% attendance for this course. Regular participation and attendance at meeting speaking dates are required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>35</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10 | Tutorials/workshops | 35 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b> <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Perform demographic and psychographic analyses of audiences.
2. Adapt speeches for particular audiences (e.g., incorporate an acknowledgement of Sto:lō territory, adapt to different levels of ability, target different interest groups, etc.).
3. Develop speeches to persuade, inform and/or entertain.
4. Use credibility and emotional engagement to construct clear messaging.
5. Use research and personal experience in speech design.
6. Demonstrate verbal and nonverbal communication strategies (including visual strategies) in speech delivery.
7. Construct speeches using a variety of organizational patterns.
8. Lead public speaking through workshop and meeting management.

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

|              |     |                |    |  |   |
|--------------|-----|----------------|----|--|---|
| Assignments: | 95% | Quizzes/tests: | 5% |  | % |
|              | %   |                | %  |  | % |

**Details:**

The following exercises are the minimum required. Instructors may change the order and weighting according to the needs of the class.

|                                             |     |                                               |     |
|---------------------------------------------|-----|-----------------------------------------------|-----|
| Icebreaker speech                           | 5%  | Written and oral self and peer evaluations    | 15% |
| Informational/expository speech             | 10% | Written weekly reading response memos/quizzes | 5%  |
| Process/demonstration speech                | 15% | Informal speeches                             | 10% |
| Persuasive speech                           | 20% | End of semester progress report (written)     | 5%  |
| Workshop facilitator or meeting chairperson | 15% |                                               |     |

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

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

**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 | O'Hair, D., Rubenstein, H., Stewart, R. | A Pocket Guide to Public Speaking                       | 2023 |
| 2. Textbook | Hannah, S, Rothwell, J.D.               | Practically Speaking, 1 <sup>st</sup> Canadian edition. | 2025 |
| 3.          |                                         |                                                         |      |
| 4.          |                                         |                                                         |      |
| 5.          |                                         |                                                         |      |

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

**Course Content and Topics**

- The speech communication process for speaker and audience
- Speech anxiety
- Audience-centered speaking
- Selecting and preparing speech topics and materials
- Preparing speech content
- Speaker credibility and support materials
- Elements of argument and logical fallacies
- Balancing rhetorical appeals
- Visual and presentational aids
- Speech organization and transitions
- Speech delivery, including body language and use of space
- Speaking to inform
- Speaking to persuade
- Speaking on special occasions
- Meeting design and meeting management (including chairperson's Stó:lō territory acknowledgement)
- Workshop design and facilitation

**Memo for Course Changes**

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: January 24, 2024

**Subject: Proposal for revision of CMNS 335**

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

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

**Six-year review**

Number and/or course code

Credits and/or total hours

Title

**Calendar description**

**Prerequisites and/or co-requisites**

Frequency of course offering

**Learning outcomes**

Delivery methods and/or texts and resource materials

PLAR options, grading system, and/or evaluation methods

Discontinuation of course

Other – Please specify:

2. Rationale for change: *As part of the six-year review, this course's calendar description was updated slightly and the learning outcomes were revised to more current language. These changes do not change the nature of the course or our approach to teaching it. The prerequisites were updated to remove the EDUC courses because CMNS 335 is an undergraduate course and the EDUC courses require students to have previously completed a bachelor's degree. To our knowledge, no TEP students have taken CMNS 335 in the past. Any that wish to do so can ask for instructor's permission. We also removed the unnecessary note related to instructor permission under prerequisites.*

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No, this course is not required by any other programs.*

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

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 \(UNDRIP\)](#). Instructors are strongly encouraged to invite guest speakers with specialized knowledge about or lived experience with Indigenous storytelling methods. They are also asked to include example speeches from Indigenous speakers. The outcomes now require students to demonstrate theoretical grounding in the cultural background of public speaking, which includes a broad range of cultural engagement, including Indigenous theory and practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Students are able to select their topics for speech assignments. The course draws on examples of speakers from diverse backgrounds and abilities to allow students to see themselves in the course content more easily, and students are encouraged to craft their speeches to appeal to diverse audiences. The course is a combination of written, verbal, and visual materials and delivery encourages multiple access points for engagement. Additionally, the course structure and content are focussed on developing and maintaining an inclusive, supportive and egalitarian atmosphere of mutual respect and self-reflection.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$150 for textbooks](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 335                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Advanced Public Speaking<br><b>Course Short Title:</b> Advanced Public Speaking                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Students build advanced skills through public delivery of presentations and analysis of landmark and contemporary speeches. Students give presentations, develop workshops, manage meetings, practice rhetorical techniques, and demonstrate leadership skills.                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                         |           | One of the following: (45 university-level credits including one of CMNS 235 or CMNS 345) or (EDUC 410, 445, and 490).<br>Note: As of September 2025, prerequisites will change to 45 university-level credits including one of CMNS 235 or CMNS 345.                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                         |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                             |           | <b>Department approval</b> <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |

**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. Design speech scripts, speaking notes, and presentation aids for specialized public speaking contexts.
2. Deliver speeches, presentations, and a workshop/seminar using advanced audience-engagement techniques.
3. Coordinate and deliver a team presentation.
4. Present research-driven ideas and arguments.
5. Lead a meeting, seminar, or panel discussion effectively.
6. Incorporate digital technology creatively in presentation delivery.
7. Present in a public event for a live audience.
8. Demonstrate theoretical grounding in the rhetoric and cultural background of public speaking.

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

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

**Details:**

|                                                                           |     |
|---------------------------------------------------------------------------|-----|
| Planning and leading a meeting, seminar, or panel discussion              | 15% |
| Prepared speeches (such as collaborative, research, and persuasive)       | 30% |
| Team presentation of a skill development workshop                         | 15% |
| Presentation at public speaking event                                     | 20% |
| Rhetorical analysis of a public speech and complementary in-class seminar | 20% |

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

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

Guest speakers, including Indigenous storytellers and experts, will be invited when possible.

**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             | Foss, S. & Foss, K.           | Inviting Transformation: Presentational speaking for a changing world | 2011 |
| 2. Textbook             | Longaker, M.G. & Walker, J.   | Rhetorical Analysis: A brief guide for writers                        | 2013 |
| 3. Indigenous knowledge | Archibald, J. Q'um Q'um Xi'em | Indigenous Storywork: Educating the heart, mind, body, and spirit.    | 2008 |
| 4.                      |                               |                                                                       |      |

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

**Course Content and Topics**

- Designing and delivering workshops for professionals; foundations of rhetoric; how to write a rhetorical analysis and lead a seminar based on it.
- Advanced audio/visual skills for presentations; development of rhetoric from varying styles; principles for effective evaluation (peer and self).
- Presentation of planned speeches; development of rhetoric (modern examples and readings); finding and choosing a public speech for analysis.
- Presentation of planned speeches; developing a persuasive speech to motivate social change; choosing the right forum for a persuasive speech; patterns of organization for persuasion.
- Presentation of planned speeches; handling objections to a persuasive topic; establishing credibility and using evidence ethically in persuasive speeches; analysis of a public speech.
- Presentation of planned speeches; introduction to group work strategies; analysis of a public speech.
- Presentation of planned speeches; group presentation strategies; analysis of a public speech.
- Presentation of planned speeches; engaging with questions in a group presentation; analysis of a public speech.
- Presentation of group speeches; techniques for audience analysis; analysis of a public speech.
- Presentation of group speeches; motivating an audience to produce change; analysis of a public speech.
- Presentation of group speeches; controlling nerves; polishing a speech through vocabulary, rhythm, and tone; analysis of a public speech.
- Public forum speeches (such as through a speaker series on campus).

**Memo for Course Changes**

To: [Undergraduate Education Committee](#)

From: [Rashad Mammadov](#)

Date: [November 30, 2023](#)

**Subject: Proposal for revision of [CMNS 345: Instructional Skills for the Workplace](#)**

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

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

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

2. Rationale for change:

[This is a regular six-year review of the course.](#)

[There have been minor changes to the wording of the calendar description and course learning outcomes.](#)

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

- [Learning outcomes have been slightly edited.](#)
- [An additional learning outcome has been added to address ILO #5 by engaging learners with diverse indigenous worldviews, perspectives and knowledge systems.](#)
- [A new course text has been added to better reflect contemporary approaches to instructional skills, in accordance with ILO #1.](#)

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 \(UNDRIP\)](#).

Integrating Indigenous perspectives into the curriculum is achieved through the selection of examples and demonstration lessons by educators, and through the mini-lesson topics chosen by students. Furthermore, Indigenous knowledge systems are explored in Unit 2, alongside a comparison between Bloom's Taxonomy and the Medicine Wheel. Students incorporate Indigenous principles of learning within the mini-lessons they teach and receive both peer and instructor feedback regarding this element in their lesson assessments.

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

Principles of equity, diversity, and inclusion are reflected through various aspects like assignment design, topic selection, and curriculum delivery, with a strong focus on accessibility for all, including those with physical and mental differences. Unit 1, the emphasis on creating positive and engaging environments caters to diverse learners. Unit 2 explores adaptive learning strategies for inclusive learner participation, addressing cultural contexts. Units 3 to 5 incorporate active engagement theories, visual aids, and diverse evaluation techniques in mini-lessons, ensuring material is accessible and engaging for all learning styles.

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

No special considerations.

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

Regular textbook cost. No other materials required.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1996  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> CMNS 345                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Instructional Skills for the Workplace<br><b>Course Short Title:</b> Instructional Skills Workplace                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Department (or program if no department):</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students design and teach lessons to diverse audiences in three domains (psychomotor, affective, cognitive) using a variety of media and strategies. Students prepare, deliver, and debrief three short mini-lessons using a variety of instructional practices, technologies, and evaluation techniques for conducting workplace training.                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45 university-level credits including CMNS 251 and an additional 3 credits of CMNS.                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>ADED 345</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 40 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                 | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> January 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |                    |           |                                                                                               |

**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. Incorporate adult learning theory into instructional design practices.
2. Prepare a program curriculum map, lesson plans, and course/workshop proposals.
3. Use different learning domains and learning cycles in lesson/workshop design.
4. Incorporate principles of active and collaborative engagement into lessons or workshops.
5. Use a variety of instructional techniques and technology to enhance the learning process.
6. Give and receive supportive feedback.
7. Implement Indigenous ways of learning and incorporate inclusive teaching and learning practices.
8. Demonstrate self-reflective evaluation practices.

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

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

**Details:**

|                                               |               |
|-----------------------------------------------|---------------|
| Mini-lessons                                  | 10%, 15%, 20% |
| Teaching and learning strategies presentation | 10%           |
| Peer feedback                                 | 10%           |
| Self-evaluation                               | 10%           |
| Final assignment (Course/Workshop Proposal)   | 25%           |

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

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

Course activities include lecture, microteaching, small group assignments, written and oral feedback.

**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 | Rob Fitzpatrick & Devin Hunt | <i>The Workshop Survival Guide: How to Design and Teach Educational Workshops That Work Every Time.</i> | 2019 |
| 2. Textbook | Adrienne Castellon           | <i>Indigenous Integration: 101+ Lesson Ideas for Secondary and College Teachers</i>                     | 2017 |
| 3.          |                              |                                                                                                         |      |
| 4.          |                              |                                                                                                         |      |
| 5.          |                              |                                                                                                         |      |

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

**Course Content and Topics**

- Preparing for teaching and training
- Exploring learning domains and culture
- Psychomotor mini-lesson delivery and evaluation
- Affective mini-lesson delivery and evaluation
- Cognitive mini-lesson delivery and evaluation
- Celebration of learning and course/workshop proposal show case
- Preparing lesson plans and course mapping

**Memo for Course Changes**

To: [Undergraduate Education Committee](#)

From: [Rashad Mammadov](#)

Date: [November 30, 2023](#)

**Subject: Proposal for revision of [CMNS 399: Special Topics in Professional Communication](#)**

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

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

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

2. Rationale for change:

[This is a regular six-year review of the course.](#)

[There have been minor changes to the wording of the calendar description and course learning outcomes.](#)

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

- [The calendar description has been slightly edited to reflect our focus on innovative practices \(ILO #1\) and for stylistic purposes.](#)
- [Learning outcomes 2, 3 and 5 have been slightly edited for stylistic purposes.](#)
- [The number of credits has been reduced from four to three credits. This bring the course in line with the common practices across the university.](#)
- [An additional learning outcome has been added to address ILO #5 by engaging learners with diverse indigenous worldviews, perspectives and knowledge systems.](#)

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 \(UNDRIP\)](#).

Each specific topic might have its own ways of addressing indigenization. For instance, the provided example of a history unit may include a review of Indigenous electoral participation, while local demographics focus on understanding Indigenous voter patterns. In crafting campaign strategies, the course integrates Indigenous perspectives on issues like environment and immigration.

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

Once again, specific topics might address this differently. For example, the sample course places a strong emphasis on developing communication skills attuned to diverse audiences, particularly in the age of social media, along with ensuring a broad understanding of varied sociopolitical landscapes. It encourages inclusive campaign strategies that respect and address issues pertinent to different communities.

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

N/A

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

A typical special topics course does not require anything beyond a regular textbook purchase.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 399                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in Professional Communication<br><b>Course Short Title:</b> Sp Topics Professional Comm                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Communications                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines in-depth a selected topic in communication that is not addressed in current course offerings. Students focus on the development and application of professional communication skills.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | 60 university-level credits including CMNS 251 and one CMNS course 300-level and above.                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                     |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                       | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                   | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> January 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 theoretical perspectives and major research related to a specific topic.
2. Engage in research on the specific topic, integrating critical thinking and evidence-based analysis.
3. Analyze a specific topic's relevance and implications in the context of professional communication techniques and strategies.
4. Apply complex audience analysis for persuasive communication purposes.
5. Develop professional communications products specific to the topic, context, and target audience.
6. Identify topic-specific application of the Indigenization concepts and integrate them into the learning process.
7. Demonstrate professional communication skills including writing, document design, and presentation skills relevant to the specific topic.

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

|                |     |          |     |  |   |
|----------------|-----|----------|-----|--|---|
| Assignments:   | 40% | Project: | 30% |  | % |
| Quizzes/tests: | 30% |          | %   |  | % |

**Details:**

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

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

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

| Type        | Author or description | Title and publication/access details   | Year |
|-------------|-----------------------|----------------------------------------|------|
| 1. Textbook | Lakoff, George        | The all new Don't Think of an Elephant | 2014 |
| 2.          |                       |                                        |      |
| 3.          |                       |                                        |      |
| 4.          |                       |                                        |      |
| 5.          |                       |                                        |      |

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

**Course Content and Topics**

**Sample topic: How to Run an Election Campaign**

- Review of past election campaigns; What worked? What didn't?
- Audience analysis, best practices, factors influencing campaigns, media use, outcomes of previous elections, voter patterns and behavior
- Local demographics -- who are the voters today?
- Strategies to create a campaign:
- Communication skills:
- Putting it all together in a Campaign Plan

**Sample Topic: Indigenous Communication**

- Defining Indigenous Peoples (national and local)
- Orality
- Land acknowledgements
- Mass media representations
- Cultural rights
- Professional and academic communications
- Protest
- Advocacy
- Journalism
- Storytelling's communicative power

**Memo for Course Changes**

To: Linda Pardy, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

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

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

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

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

2. Rationale for change:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
  - b. Calendar description – The calendar description has been updated to reflect current academic calendar practices and to focus on the basic overview of the course.
  - c. Learning outcomes – The learning outcomes have been updated to reflect the current landscape of Halq'eméylem language learning.
  - d. Texts – The textbook selections have been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes are minor.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is required by the Indigenous Studies program. The changes proposed will not affect the use of this course in the IS program, and the course reviewer consulted

with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.

5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HALQ 101                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Halq'eméylem Language I                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Halq'eméylem Language I                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>An introduction to the Upriver Halq'eméylem language. Students learn to speak, read, and write the language; examine pronunciation, basic sentence patterns, counting systems, and essential vocabulary; and discover how these aspects interconnect to the Stó:lō's Indigenous worldview.                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 29, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Pronounce all unique sounds, with the ability to produce basic sounds and place of articulation.
2. Express simple ideas in Halq'eméylem and produce short sentences (see specific conversational and grammar objectives in the course content).
3. Write the language correctly.
4. Identify features of the spelling system.
5. Discuss how the Halq'eméylem language is embedded within culture (Indigenous worldview).

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

|                |     |             |     |  |   |
|----------------|-----|-------------|-----|--|---|
| Assignments:   | 25% | Final exam: | 30% |  | % |
| Quizzes/tests: | 45% |             | %   |  | % |

**Details:**

|                                                 |                     |
|-------------------------------------------------|---------------------|
| Short vocabulary quizzes in each class          | 20% - Quizzes/tests |
| Midterm exam, with a written and oral component | 25% - Quizzes/tests |
| Final exam, with a written and oral component   | 30% - Final exam    |
| Class participation                             | 15% - Assignments   |
| In-class presentation                           | 10% - Assignments   |

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

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

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students play vocabulary-learning games, follow TPR exercises, and practice and act out short conversations and dialogues. This is mixed in with short periods of grammar and pronunciation instruction. Students also work in a language-lab setting, using the language-lab features of the "Talking Dictionary".

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

| Type                    | Author or description | Title and publication/access details         | Year |
|-------------------------|-----------------------|----------------------------------------------|------|
| 1. Indigenous knowledge | Coqualeetza Centre    | Wisdom of the Edlers: Halq'eméylem word list | 1980 |
| 2. Indigenous knowledge | Coqualeetza Centre    | CD: Halq'eméylem Alphabet Card               | 2014 |
| 3.                      |                       |                                              |      |
| 4.                      |                       |                                              |      |
| 5.                      |                       |                                              |      |

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

**Course Content and Topics**

- Pronunciation drills
- Classroom phrases; Halq'eméylem phoneme chart.
- Place of articulation; gender; singular and plural and verbs.
- Greetings and family units; past and present tense; we and you folks.
- Stó:lō First Nation bands; yes/no questions.
- Colors and clothing; possessives my and your.
- Counting and days of the week; possessives our and your folks.
- Head parts and seasons; regular nouns, proper names, and his/her possessors.
- Weather and animals; intransitive and transitive verbs.
- Food items; forming simple yes/no questions with nouns; developing basic sentences; I, you, we, and you folks.
- Cultural activity; craft or guest speaker; brief examination of the Stó:lō seasonal chart, incorporating Stó:lō worldview.

**Memo for Course Changes**

To: Linda Parady, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

**Subject: Proposal for revision of HALQ 102**

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

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

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

2. Rationale for change:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
  - b. Calendar description – The calendar description has been updated to reflect current academic calendar practices and to focus on the basic overview of the course.
  - c. Learning outcomes – The learning outcomes have been simplified to remove wordiness
  - d. Texts – The textbook selections have been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes are minor.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is required by the Indigenous Studies program. The changes proposed will not affect the use of this course in the IS program, and the course reviewer consulted



with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.

5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course is the second in the series of four that serve as an important contributor to UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: There should be no additional costs associated with this course.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2030  
**Course outline form version: 26/01/2024**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HALQ 102                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Halq'eméylem Language II                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Halq'eméylem Language II                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Modern Language                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>A continuation of HALQ 101. Students advance their Halq'eméylem knowledge and skills in reading, writing, and speaking the language. This course follows the goals and methods of HALQ 101.                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | HALQ 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 29, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Produce and discriminate among all of the sounds in the language.
2. Examine new sentence patterns.
3. Incorporate new vocabulary into sentences.
4. Write in the language, including reporting in small work groups and completing short writing assignments.

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

|                |     |             |     |  |   |
|----------------|-----|-------------|-----|--|---|
| Assignments:   | 25% | Final exam: | 30% |  | % |
| Quizzes/tests: | 45% |             | %   |  | % |

**Details:**

|                                                 |                     |
|-------------------------------------------------|---------------------|
| Short vocabulary quizzes in each class          | 20% - Quizzes/tests |
| Midterm exam, with a written and oral component | 25% - Quizzes/tests |
| Final exam, with a written and oral component   | 30% - Final exam    |
| Class participation                             | 15% - Assignments   |
| In-class presentation                           | 10% - assignments   |

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

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

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101. This is now combined with a study of transcribed texts, mainly based on traditional oral stories.

**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 |                       |                                      |      |
| 2.          |                       |                                      |      |
| 3.          |                       |                                      |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

**Course Content and Topics**

- Review of HALQ 101, classroom phrases, phoneme chart; diphthong chart; ey to ew; phrases and grammar: review uses of sentence pattern, it is good/impossible or alright... (I) kw'els-Verb, (you) kw'as-Verb, (we) kwes-Verb-tset and (you folks) kwas-V-elep.
- Greetings and family; vocabulary and phrases; third person 'es' concept.
- General counting system; one to ten and by tens to one hundred; examining root, suffixes, and phrases.
- Stó:lō band names and weather; words and phrases; emphatic pronouns.
- Colors and clothing; vocabulary and phrases; concept of "The"; three variations.
- Preparation for midterm examinations; oral and written components.
- Diphthongs continuations; from iw to aw; words and phrases; counting money and people; #1-10 and by tens to one hundred; examining root, suffixes, and phrases.
- Time and body parts; vocabulary and phrases; "tlo" it is and it is my.
- Months (6) and their traditional meanings, object pronouns.
- Animals; vocabulary and phrases; negation, I and you.
- Vegetables and fruit; vocabulary and phrases; negation; we, you folks, and he/she/it.

**Memo for Course Changes**

To: Linda Parady, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

**Subject: Proposal for revision of HALQ 201**

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

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

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

2. Rationale for change:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
  - b. Calendar description – The calendar description has been updated to remove outcome statements and instead focus on the general purpose of the course.
  - c. Learning outcomes – The learning outcomes have been simplified to remove wordiness and to match the standard introductory statement.
  - d. Texts – The textbook selections have been removed because the course uses spoken word, conversations, and other resources to enhance students' language learning.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes are minor.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is required by the Indigenous Studies program. The changes

proposed will not affect the use of this course in the IS program, and the course reviewer consulted with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.

5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course is the third in the series of four that serve as an important contributor to UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to efforts to revitalize and recognize Sto:lo culture through language acquisition. One of the outcomes from this course is that students will produce short original written texts which may, hopefully, contribute to the body of Halq'emeylem text resources.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course content includes discussion of key features of Sto:lo culture, such as the Sto:lo seasonal chart, providing an opportunity for reflection on diverse worldviews.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: There should be no additional costs associated with this course.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HALQ 201                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Intermediate Halq'eméylem I                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Intermediate Halq'eméylem I                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>An intermediate course in the Halq'eméylem language. Students examine and practice new grammatical sentence patterns using oral, written, and reading approaches.                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | HALQ 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Lecture/seminar | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 29, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Communicate accurately in the new set of situations covered in the course.
2. Identify major dialectal variation in the language.
3. Pronounce all sounds in the language.
4. Use the inflectional endings in the language.
5. Demonstrate comprehension of a text of some length in the language, without aids.
6. Produce short original written texts in the language.

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

|                |     |             |     |  |   |
|----------------|-----|-------------|-----|--|---|
| Assignments:   | 25% | Final exam: | 30% |  | % |
| Quizzes/tests: | 45% |             | %   |  | % |

**Details:**

|                                                 |                     |
|-------------------------------------------------|---------------------|
| Short vocabulary quizzes in each class          | 20% - Quizzes/tests |
| Midterm exam, with a written and oral component | 25% - Quizzes/tests |
| Final exam, with a written and oral component   | 30% - Final exam    |
| Class participation                             | 5% - Assignments    |
| In-class presentation                           | 10% - Assignments   |
| Assignments                                     | 10% - Assignments   |

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

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

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101 and 102, combined with continued study of texts.

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

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

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

**Course Content and Topics**

- Review HALQ 102; classroom phrases; I and you were/got verbs.
- Health; vocabulary and phrases; we was/got verbs.
- Plants; vocabulary and phrases; we and you folks, were/got verbs.
- Stó:lō seasonal chart; historical and cultural aspects; question forming; what/who with pronouns; I and you.
- Transportation; vocabulary and phrases; review.
- Fish unit; vocabulary and phrases; question forming; what/who with pronouns; we and you folks.
- Food preparation and house unit; vocabulary and phrases; question forming; what/who with third person.
- Appliances; vocabulary and phrases; asking what I, you, we, and you folks performed an action in the future tense.
- Sports and hobbies; vocabulary and phrases; asking where I, you, we, and you folks performed an action.
- Holidays; asking where he/she/it performed an action.
- Vowel lengthening to form a continuative 'ing' forms.
- Review course and grammar.

**Memo for Course Changes**

To: Linda Parady, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

**Subject: Proposal for revision of HALQ 202**

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

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

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

2. Rationale for change:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
- b. Calendar description – The calendar description has been updated to remove outcome statements and instead focus on the general purpose of the course.
- c. Learning outcomes – The learning outcomes have edited to match the opening lead-in statement, plus one no longer relevant outcome has been deleted.
- d. Texts – The textbook selections have been removed because the course uses spoken word, conversations, and other resources such as the Learning Branch software to enhance students' language learning.

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



4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is required by the Indigenous Studies program. The changes proposed will not affect the use of this course in the IS program, and the course reviewer consulted with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.
5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course is the final intermediate course in the group that serves as an important contributor to UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to efforts to revitalize and recognize Sto:lo culture through language acquisition. In this particular course, the outcomes require that students will be able to communicate effectively in everyday situations.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course content includes discussion of Sto:lo culture in everyday life.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: There should be no additional costs associated with this course.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2030  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HALQ 202                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Intermediate Halq'eméylem II                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Intermediate Halq'eméylem II                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>The second of two intermediate courses in the Halq'eméylem language. Students acquire new vocabulary, words, and phrases, and expand and practice their knowledge of grammatical sentence structures through reading, writing, and speaking.                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | HALQ 201.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 29, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Translate and accurately transcribe texts in the language.
2. Collect short texts, working with native speaking elders.
3. Give short formal speeches in the language, appropriate to Stó:lō cultural settings.
4. Communicate effectively in everyday situations.

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

|                |     |             |     |  |   |
|----------------|-----|-------------|-----|--|---|
| Assignments:   | 25% | Final exam: | 30% |  | % |
| Quizzes/tests: | 45% |             | %   |  | % |

**Details:**

|                                                 |                     |
|-------------------------------------------------|---------------------|
| Short vocabulary quizzes in each class          | 20% - Quizzes/tests |
| Midterm exam, with a written and oral component | 25% - Quizzes/tests |
| Final exam                                      | 30% - Quizzes/tests |
| Class participation                             | 15% - Assignments   |
| In-class presentation                           | 10% - Assignments   |

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

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

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101 and 102, and 201 combined with continued study of texts.

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

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

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

**Course Content and Topics**

- Review HALQ 201; classroom phrases.
- Greetings; vocabulary and phrases; sentence forming containing adjectives/verbs; pronouns, I, you, we, and you folks.
- Animals; vocabulary and phrases; he/she/it; sentences using adjectives/verbs.
- Stó:lō band names and their traditional meanings; who/what questions; new vocabulary.
- Stó:lō seasonal chart; explore Stó:lō worldview aspects; who/what questions continued; third person.
- Vegetables and fruit; vocabulary and phrases; transitive verbs with first and second person, singular.
- Family; vocabulary and phrases; transitive verbs with first and second person, plural.
- Months and their traditional and contemporary meanings; emphatic pronouns.
- Body parts and clothing; vocabulary and phrases; negation.

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes Head, Psychology Department

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

**Subject: Proposal for revision of PSYC 221: Introduction to Cognitive Psychology**

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

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

2. Rationale for change: The changes to the calendar description and to the learning outcomes provide more clarity and to reflect updated content in the course. The course is being offered more frequently. A learning outcome has been added to address Indigenous content and others have been removed to more accurately reflect course content. The text options have been updated to reflect the use of a current textbook/readings.

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

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

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

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

and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Indigenous content is included in several topics in this course (short-term memory, episodic memory, applied memory issues, language). Students engage in self-reflective practices on a variety of topics and are offered multiple avenues of assessment.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Multiple perspectives in are included course material and a variety of delivery methods are used. Students are strongly encouraged to choose topics of their own interest/ relate to career goals for their assignments. Older editions of the textbook can be used, and the instructor supports this by providing reading guidelines.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$83 - \$172; – students are permitted to use older editions of the textbook to lower costs.



ORIGINAL COURSE IMPLEMENTATION DATE: October 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 221                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Cognitive Psychology<br><b>Course Short Title:</b> Intro to Cognitive Psychology                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Surveys a range of topics within cognitive psychology, including pattern recognition, attention, memory, category formation, imagery, language, and decision making. Students explore classic and applied issues and participate in landmark experiments. Students review current literature on specific course-related topics of their choice.                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | PSYC 101 and PSYC 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 methods and theories used by cognitive psychologists to understand human cognition.
2. Critically evaluate methods and theories within cognitive psychology.
3. Evaluate experimental findings in relation to current theories within cognitive psychology.
4. Examine experimental findings in relation to culture and Indigenous perspectives.
5. Describe the scientific method as it applies to human cognition.
6. Apply the major theoretical accounts of cognitive psychology to current global issues.
7. Use current APA standards for academic writing.

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

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

**Details:**

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

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

Lectures, discussion, video presentations and guest lectures.

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

| Type        | Author or description              | Title and publication/access details                                  | Year |
|-------------|------------------------------------|-----------------------------------------------------------------------|------|
| 1. Textbook | Galotti K                          | Cognitive Psychology: In and Out of the Laboratory, 6th Edition, SAGE | 2018 |
| 2. Textbook | Barenholtz, Burton, Mavica, & Wehe | Cognitive Psychology Tophat                                           | 2022 |
| 3.          |                                    |                                                                       |      |

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

**Course Content and Topics**

- History/methods
- Brain and behavior
- Perception
- Academic writing workshop/library workshop
- Attention short-term/working memory long-term memory
- Knowledge/semantic memory
- Language
- Reasoning and decision making
- Cognitive aging
- Applied memory issues
- Music cognition
- Comparative cognition
- Mental imagery

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

**Subject: Proposal for revision of PSYC 250: Introduction to Developmental Psychology**

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 title of the course has changed to better reflect the lifespan development focus of the course. Changes to the calendar description emphasize student engagement. Learning outcomes were revised to be more concise and specific. The textbook options have been updated.

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

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

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

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



this course recognizes Indigenous history and perspectives within various course topics. Content addresses the impact of colonization on Indigenous child development.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Course discusses intersectional identity development across the life course, with special attention to ethnic/racial identity, and gender identity. Assignments promote reflection on student's lived experiences.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$75 - \$185 (e-text/print)



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 250                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Lifespan Development                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Intro to Lifespan Development                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Introduces students to the study of human development across the lifespan. Students examine the major theories of human development and changes that occur in the areas of cognitive, perceptual, social, and emotional development.                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | PSYC 101 and PSYC 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                        |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> February 2024</span>                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Discuss key concepts, theories, and methods in developmental psychology.
2. Identify and describe ongoing debates in developmental psychology, including the limitations of research.
3. Apply readings, theories, experiences, and research methodologies to contemporary research questions.
4. Apply knowledge of developmental psychology to real world issues.
5. Examine multiple perspectives within developmental issues.
6. Analyze individual differences in development across the lifespan.
7. Evaluate cultural and historical issues in development across the lifespan.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Final exam:    | 30% | Assignments: | 35% | % |
| Quizzes/tests: | 35% |              |     | % |

**Details:**

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

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

Lectures, demonstrations, small group practice, discussion, audio-visual presentation.

**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 | Sigelman & Rider                                             | Life-Span Human Development/Cengage             | 2022 |
| 2. Textbook | Santrock J.W., Mondloch C., Chuang S., Mackenzie-Thompson A. | Essentials of Lifespan Development/ McGraw Hill | 2023 |
| 3.          |                                                              |                                                 |      |
| 4.          |                                                              |                                                 |      |

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

**Course Content and Topics**

The course may be organized thematically or chronologically, and cover topics including:

- Introduction to the study of human development
- Physical growth and development
- Perceptual development
- Cognitive development
- Language development
- Intelligence and creativity
- Personality development
- Sexuality and gender roles
- Family interactions
- Moral development
- Self and theory of mind
- Death and dying

**Memo for Course Changes-Psychology 302-Learning**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

**Subject: Proposal for revision of PSYC 302: Learning**

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 calendar description was modified for currency and clarity. Minor changes were made to the learning outcomes to better reflect student activity and learning. Textbooks were updated for current materials.

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

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

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

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

There is currently no recognized body of Indigenous knowledge about classical learning theory. Classroom pedagogy includes collaborative learning and discussions. Students determine specific

research pathways for assignments.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Course material considers multiple perspectives.  
Students have freedom in selecting assignment topics. Students are encouraged to consider limitations in interpretation of laboratory data as it applies to real world contexts.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$75-\$145



**ORIGINAL COURSE IMPLEMENTATION DATE:** November 1993  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2030  
**Course outline form version:** 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 302                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Psychology of Learning<br><b>Course Short Title:</b> Psychology of Learning                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students study prominent learning processes including habituation, classical conditioning, operant conditioning, and modeling. Learning issues related to generalization, the ability to discriminate between stimuli, biological constraints on learning, and reinforcement are discussed in the context of human and animal learning.                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | PSYC 202.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Evaluate the conditions, principles, and theories of learning as they apply to human and animal learning.
2. Analyze the theoretical implications of the different types of learning.
3. Analyze critically landmark research regarding various theories of learning.
4. Apply knowledge of learning principles using psychological terms and the language of experimental science.

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

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

**Details:**

Classroom assignments involve collaborative learning and discussions.

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

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

This course is primarily lecture based.

**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 | Klein                 | Learning: Principles & Applications / Sage Publications | 2018 |
| 2. Textbook | Domjan                | Principles of Learning and Behaviour / Cengage          | 2020 |
| 3.          |                       |                                                         |      |
| 4.          |                       |                                                         |      |

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

**Course Content and Topics**

- Elicited behavior, habituation, sensitization
- Classical conditioning
- Instrumental conditioning
- Stimulus control
- Extinction
- Aversion
- Avoidance
- Punishment

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

**Subject: Proposal for revision of Psychology 303: Perception**

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

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

2. Rationale for change: The changes to the calendar description are minor word changes to emphasize student activity in the course. A discontinued course was removed from the prerequisites. The learning outcomes have been revised to reflect minor changes in the course content. The textbook options have been updated to reflect the use of a current textbook.

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

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

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

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



While there is limited empirical knowledge in the field of psychology regarding Indigenous understanding of sensation and perception, the course is Indigenized through assignments that explore traditional indigenous knowledge systems related to sensory experiences, such as how different cultures conceptualize senses like sight, sound, touch, taste, and smell. Students are asked to research indigenous practices of sensory perception, such as meditation techniques, sensory rituals, or storytelling traditions that emphasize sensory experiences.

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

The psychology course on sensation and perception reflects principles of equity, diversity, and inclusion in several ways. Firstly, assignments incorporate diverse perspectives by encouraging students to explore how different cultural backgrounds may shape sensory experiences. Additionally, topics are selected to cover research that reflects the diversity of human sensory perception across various demographics. Moreover, the course fosters inclusivity by providing opportunities for students to critically examine biases and stereotypes that may influence perceptions. By integrating these approaches, the course creates a learning environment that values and respects the diversity of human experiences within sensation and perception.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$82



ORIGINAL COURSE IMPLEMENTATION DATE: Nov 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 303                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Perception                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Perception                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore how we create an internal representation of the external world from the information provided by our sensory systems. Course topics include the structure of sensory organs, neural organization of sensory systems, visual perception, illusions, auditory perception, and other sensory experiences.                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | PSYC 202 and one of PSYC 221 or PSYC 280.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify the major issues and theories in sensation and perception.
2. Analyze the sensory and perceptual processes involved in the internal reconstruction of the external world for the different sensory modalities.
3. Integrate knowledge of sensory systems structure and function and brain processes to explain perception.
4. Evaluate theoretical perspectives of perception.
5. Demonstrate advanced academic writing skills involving scientific literature.

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

|                |     |             |     |  |   |
|----------------|-----|-------------|-----|--|---|
| Assignments:   | 20% | Final exam: | 30% |  | % |
| Quizzes/tests: | 40% | Project:    | 10% |  | % |

**Details:**

Project will include demonstrations/presentations.

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

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

Lecture, demonstrations, small group practice, discussion, audio-visual presentation, use of models.

**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 | Goldstein & Cacciamani                                                   | <u>Sensation and Perception</u> Cengage            | 2021 |
| 2. Textbook | Wolfe J, Kluender K, Levi D, Bartoshuk L, Herz R, Klatzky R, & Merfeld D | Sensation and Perception / Oxford University Press | 2020 |
| 3. Textbook | Yantis S & Abrams RA                                                     | Sensation and Perception                           | 2017 |
| 4.          |                                                                          |                                                    |      |

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

**Course Content and Topics**

- Historical approaches to perception
- Theories of perception and principles of neural organization
- The visual system
- Higher level visual processing
- Visual pattern perception and recognition
- The auditory system
- Auditory localization, auditory scene analysis
- Auditory pattern perception and recognition
- Other sensory experiences
- Perceptual illusions, disorders
- Role of culture in perception

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

**Subject: Proposal for revision of PSYC 325: Memory**

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: Changes to the calendar description and learning outcomes provide more clarity on course content and student activity. Course readings have been updated to reflect the use of a current textbook and selected readings.

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

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

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

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

Indigenization is distributed throughout a variety of topics in this course. The influence of colonization is examined within the historical approach to memory research. Indigenous content is included in topics such as, working memory, episodic memory, and autobiographical memory. Indigenous guests are invited to share the role of knowledge keeping in their cultures.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Students are supported when using previous, less expensive editions of the textbook; supplemental readings are available in UFV library online. Course design incorporates perspectives of marginalized peoples. Students are provided options for assessment avenues, and course content incorporates multiple reading resources (supplemental readings are posted to blackboard at no cost to students).
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$80-160



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 325                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Memory                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Memory                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the major areas of memory research. Topics include short-term, working, semantic, and autobiographical memory. Applied issues such as, aging and memory, memory within the context of the law, and the influence of culture on memory are examined.                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | PSYC 202 and PSYC 221.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Apply methods and theoretical models to explain human memory phenomenon.
2. Evaluate critically experimental design and historical evidence in relation to current theory.
3. Apply theoretical accounts to real-world issues regarding memory and its function.
4. Evaluate theoretical accounts of various memory phenomenon and cross-cultural differences.
5. Reflect on the personal relevance of different aspects of memory as it applies to self-identity.

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

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

**Details:**

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

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

Lectures, demonstrations, small group activities, discussions, and guest lecturers.

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

| Type        | Author or description | Title and publication/access details                                                                                                                                                      | Year |
|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Radvansky, G.         | Human Memory/ Routledge                                                                                                                                                                   | 2023 |
| 2. Article  | Chazan, M. & Cole, J. | Making memory sovereign/making sovereign memory/Memory Studies, 15(5), 963-978                                                                                                            | 2022 |
| 3. Other    | Zubieta, L.F.         | The Role of Rock Art as a Mnemonic Device in the Memorization of Cultural Knowledge. IN: Zubieta, L.F (eds) Rock Art and Memory in the Transmission of Cultural Knowledge. Springer, Cha. | 2022 |
| 4.          |                       |                                                                                                                                                                                           |      |
| 5.          |                       |                                                                                                                                                                                           |      |

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

**Course Content and Topics**

- History of memory research
- Methods and principles of memory research
- Multistore model (sensory & short-term memory)
- Working memory
- Non-declarative memory
- Episodic memory
- Forgetting
- Semantic memory
- Autobiographical memory
- Memory and the law
- Memory and aging

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

**Subject: Proposal for revision of Psychology 326: Psychology of Consciousness**

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description – minor wording changes
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes – minor changes to reflect new areas of exploration in consciousness (eg. Self and theories of consciousness)
  - Delivery methods and/or texts and resource materials: text has been updated
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
2. Rationale for change: The changes to the calendar description and the learning outcomes provide clarity and/or meet the recommendations for official course outlines. The text options have been updated to reflect the use of a current textbook.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).



Views of consciousness, including cross-cultural views, are included in this course. Students consider Indigenous practices related to issues of consciousness. Students engage in reflective practice through classroom discussions of their personal experiences.

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

The topic of consciousness is examined from a variety of different perspectives. Course content is delivered with varied methods (readings, videos etc.). Varied assessment approaches are used in the course to demonstrate learning. Content includes videos and other no cost materials.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Approx. \$75



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 326                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Psychology of Consciousness                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Psychology of Consciousness                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A systematic study of consciousness from philosophical, theoretical, and applied points of view. Issues around free will, research on states of consciousness, research and theory on the relationship between brain and consciousness, perspectives on self and consciousness, artificial consciousness, and therapeutic use of cultivated states of consciousness are examined.                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | PSYC 221.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Critique the major theories and perspectives of consciousness.
2. Discuss major issues in consciousness studies, including the mind-body problem, 'other minds' problem essentialism, the relationships between theories of consciousness and theories of self, the existence of free will, AI, and levels of consciousness.
3. Integrate current literature on consciousness.
4. Assess current cognitive neuroscience approaches to the study of consciousness.
5. Disseminate research orally and in written form.

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

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

**Details:**

Assignments may include paper (20%), presentation (10%), integrative questions (40%), chapter thought papers/discussions (30%).

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

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

Lecture, demonstration, small group practice, discussion, audio-visual presentation, student seminar presentations.

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

| Type        | Author or description       | Title and publication/access details             | Year |
|-------------|-----------------------------|--------------------------------------------------|------|
| 1. Textbook | Blackwell                   | The Blackwell Companion to Consciousness / Wiley | 2017 |
| 2. Textbook | Blackmore and Troscianko    | Consciousness: An Introduction/ Routledge        | 2018 |
| 3. Video    | Provided in class or online |                                                  |      |
| 4.          |                             |                                                  |      |
| 5.          |                             |                                                  |      |

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

**Course Content and Topics**

- Scientific, clinical, and "New Age" perspectives on consciousness
- Consciousness, mind, and the brain: the "mind-body problem", split brain research
- Dissociative states and consciousness
- Introspection, fantasy daydreaming, and imagery
- Perspectives of altered states of consciousness
- Theoretical and research perspectives on sleep and dreaming
- Drugs and consciousness
- Hypnosis: susceptibility, applications, and research

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

**Subject: Proposal for revision of PSYC 351: Child Psychology**

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
  
2. Rationale for change: Calendar description was revised for concision and clarity. Prerequisite courses that are discontinued were removed. Frequency was changed to reflect current offerings. Learning outcomes were updated to reflect current course content. Text and resource materials were updated.
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Previous official course outline only listed one LO, so more were added to reflect course content.
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
  
5. Which program areas have been consulted about the change(s)? N/A
  
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Research with Indigenous children will be incorporated in course material (through readings, discussions, and assignments) throughout the term while discussing topics such as physical development, parenting, play, and conceptual development.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Textbook is optional making this course low cost for students.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-108 (optional text)



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 351                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Child Psychology<br><b>Course Short Title:</b> Child Psychology                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students explore the psychological aspects of human development from conception through to adolescence. Topics include changes in physical, perceptual, language, emotional, social, and cognitive development.                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                      |           | PSYC 250 and one of PSYC 202, CRIM 220, KIN 301, or SOC 255/MACS 255.                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): <b>None</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                          |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> February 2024</span>                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Explore theoretical perspectives in the field of child development.
2. Identify the different developmental milestones from infancy to late childhood.
3. Describe methodological approaches used to study child development.
4. Explain how early social and cognitive development is shaped by both nature (e.g. genetics) and nurture (environmental factors).
5. Critically evaluate current and past research in developmental psychology.
6. Analyze information on human development in order to accept or challenge research in the field of developmental psychology.
7. Examine cultural differences in child rearing practices.
8. Explain the developmental trajectory of infants and children in the physical, cognitive, and socio-emotional domains.

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

|                |     |   |   |
|----------------|-----|---|---|
| Quizzes/tests: | 60% | % | % |
| Assignments:   | 40% | % | % |

**Details:**

Three tests (60%), written assignments(26%), presentation (12%), participation (2%)

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

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

Lecture, demonstrations, small group activities, discussion, audio-visual presentations, student seminar presentations.

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

| Type               | Author or description                                                 | Title and publication/access details                                                                                                | Year |
|--------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Berk                                                                  | Child Development CDN Edition/Pearson                                                                                               | 2015 |
| 2. Textbook        | Siegler, R. S., Saffran, J., Eisenberg, N., & Gershoff, E.            | How Children Develop/Worth Publishers                                                                                               | 2020 |
| 3. Journal article | Aslin, R. N.                                                          | What's in a look? /Developmental Science, 10(1), 48-53.                                                                             | 2007 |
| 4. Article         | Muir, N. M., Bohr, Y., Shepherd, M. J., Healey, G. K., & Warne, D. K. | Indigenous parenting. In <i>Handbook of parenting</i> (pp. 170-197). Routledge                                                      | 2019 |
| 5. Article         | Gerlach, A., Browne, A., & Suto, M.                                   | A critical reframing of play in relation to Indigenous children in Canada. <i>Journal of Occupational Science</i> , 21(3), 243-258. | 2014 |

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

**Course Content and Topics**

- Physical and motor development
- Neural, sensory, and perceptual development
- Prenatal development
- Conceptual development
- Cognitive development
- Language development
- Social and emotional development
- Play and learning
- Moral development

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department Date:

**Subject: Proposal for revision of PSYC 355: Adolescent Psychology**

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

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

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

2. Rationale for change:

The changes to the calendar description better reflect the scope of adolescent development. Learning outcomes were reworded for clarity and to better reflect what students take away from the course. The textbook options have been updated. Frequency was updated to two-times-per-year.

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

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

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

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



Students research, analyze, and discuss local current issues facing adolescents, including addictions, violence, homelessness etc. They consider the current statistics amongst various groups in communities in BC. They evaluate the treatment approaches available for each of these groups. The discussions of Self and Gender raise these issues of equity and inclusion for non-majority groups, both within and across cultures. Any discussion of the factors related to positive identity development, opens the discussion of residential schools, resilience and restitution. Schooling is about the experience of various groups, especially non-majority groups, with regard to factors related to success and engagement as well as dropping out and aimlessness. This includes diverse views of students and parents regarding the value and importance of or education.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
Students gain the knowledge and ability to discuss these in the context of the of current local issues facing adolescents across the content of the course, giving them the opportunity to apply theories and research on cognitive, physical, and social development.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$110 for textbook or less if the student purchases a second-hand textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1976  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 355                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Adolescent Psychology<br><b>Course Short Title:</b> Adolescent Psychology                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Considers the psychological aspects of adolescent development. Students explore changes in the areas of physical, emotional, social, and cognitive development from the end of childhood through young adulthood.                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | PSYC 250 and one of PSYC 202, CRIM 220, KIN 301, or SOC 255/MACS 255.                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                        |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> February 2024</span>                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Discuss the complex and dynamic nature of the concept of adolescence.
2. Explain how history, culture, and globalization have contributed to shaping views of the age period of adolescence.
3. Apply research methodologies to the study of adolescence.
4. Critically evaluate current research on adolescence, discussing its limitations.
5. Synthesize adolescent development literature.
6. Evaluate adolescent programs based on knowledge gained in the course.

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

|              |     |                |     |   |
|--------------|-----|----------------|-----|---|
| Final Exam:  | 35% | Quizzes/tests: | 35% | % |
| Assignments: | 30% |                |     | % |

**Details:**

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

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

Lectures, seminars, presentation of student special interest areas, and guest lecturers.

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

| Type        | Author or description | Title and publication/access details                       | Year |
|-------------|-----------------------|------------------------------------------------------------|------|
| 1. Textbook | J. Arnett             | Adolescence and Emerging Adulthood                         | 2019 |
| 2. Textbook | Lerner, Brown, & Kier | Adolescence: Development, Diversity, Context & Application | 2005 |
| 3. Textbook | Santrock              | Adolescence                                                | 2022 |
| 4.          |                       |                                                            |      |
| 5.          |                       |                                                            |      |

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

**Course Content and Topics**

- Theories of adolescence
- Biological foundations
- Cognitive foundations
- Gender
- Self
- Family relationships
- Peers and friends
- Love and sexuality
- School
- Work
- Media
- Problems and resilience
- Moral development

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

**Subject: Proposal for revision of PSYC 356: Developmental Psychopathology**

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

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
  
2. Rationale for change: Calendar description was revised for concision and clarity. Frequency was changed to reflect current offerings. Learning outcomes were updated to reflect current course content with the addition of a new outcome (#5) to encompass activities /readings centered on Indigenous perspectives. Text and resource materials were updated.
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
  
5. Which program areas have been consulted about the change(s)? N/A
  
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
The course incorporates Indigenous perspectives and practices including, for example, the exploration of research insights from Indigenous scholars, opportunities for reflective engagement

with personal experiences, and a diverse range of assessment options.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? In this course students are assessed using a variety of methods (varied exam types, research assignments, group work etc.). Multiple perspectives are included in course content; under-represented groups and neurodiverse people are recognized in content. Students are given autonomy in selecting topics for assignments and have choice in the type of assignment they prefer to do.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$76-186 (e-text/print)



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2030  
**Course outline form version:** 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 356                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Developmental Psychopathology<br><b>Course Short Title:</b> Developmental Psychopathology                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Students integrate developmental theory, theoretical perspectives on the origins and treatments of disordered behaviors in childhood, and relevant research findings in these areas. Behavior disorders of children are examined from social, cultural, and historical contexts. Students explore issues such as conduct disorders, autism, and attention, anxiety, and mood disorders.                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | PSYC 202, PSYC 241, and PSYC 351.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                              |           | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>PSYC 491E</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                            | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> February 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |

**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. Characterize psychological disorders of childhood and adolescence.
2. Discuss etiology, prevalence, and treatment of childhood and adolescent disorders.
3. Evaluate the issues arising from identifying and treating childhood disorders.
4. Examine varied theoretical perspectives relevant to developmental psychopathology.
5. Reflect on research findings and/or theories involving Indigenous scholars and communities.

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

|             |     |                |     |              |     |
|-------------|-----|----------------|-----|--------------|-----|
| Final exam: | 35% | Quizzes/tests: | 35% | Assignments: | 30% |
|             | %   |                | %   |              | %   |

**Details:**

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

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

Lectures, seminars, presentations, guest speakers, class discussions.

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

| Type        | Author or description              | Title and publication/access details                                                                      | Year |
|-------------|------------------------------------|-----------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Mash, E., Wolfe, D. & Williams     | Child Psychopathology; Cengage Learning                                                                   | 2024 |
| 2. Other    | American Psychological Association | Diagnostic and Statistical Manual of Mental Disorders, 5 <sup>th</sup> edition, _Text Revision (DSM-5-TR) | 2022 |
| 3.          |                                    |                                                                                                           |      |
| 4.          |                                    |                                                                                                           |      |

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

**Course Content and Topics**

- Defining and identifying disordered behaviour
- Perspectives and theories of disordered behavior
- Research Methods
- Intellectual developmental disorder
- Anxiety and obsessive compulsive disorders
- Conduct disorders
- Attention deficit hyperactivity disorder
- Communication and learning disorders
- Autism and childhood onset schizophrenia
- Depressive and bipolar disorders
- Trauma and stressor related disorders
- Substance use disorders
- Feeding and eating disorders

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

**Subject: Proposal for revision of PSYC 357: Adulthood and Aging**

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

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

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

2. Rationale for change: The changes to the calendar description provide more clarity. Learning outcomes were modified to be clearer and to include Indigenous content. The text options have been updated.

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

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

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

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

The course incorporates Indigenous perspectives and practices including, guest speaker sessions



with members of the Indigenous community who present Indigenous views of the life cycle and aging, readings from Indigenous scholars, opportunities for reflective engagement with personal experiences, and a diverse range of assessment options.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
In this course students are assessed using a variety of methods (varied exam types, research tasks, volunteering assignments, group work etc.). Multiple perspectives are included in course content; under-represented groups are recognized in content. Students are given autonomy in selecting topics for assignments and have choice in the type of assignment they prefer to do.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$37-138 (e-text/print)



ORIGINAL COURSE IMPLEMENTATION DATE: May 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 357                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Adulthood and Aging<br><b>Course Short Title:</b> Adulthood & Aging                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the physical, social, and psychological changes associated with aging such as changes in sensation, perception, learning, cognition, personality, psychopathology, and social relations.                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | PSYC 250 and one of PSYC 202, CRIM 220, KIN 301, or SOC 255/MACS 255.                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 17, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze the key concepts, theories, and methods in the psychology of adulthood and aging.
2. Apply knowledge of adulthood and aging psychology to real world context.
3. Examine age-related issues from multiple perspectives including Indigenous cultural approaches.
4. Summarize the range of individual differences in older adult development.
5. Critically evaluate society's approach and attitudes towards age-related issues.

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

|               |     |              |     |   |
|---------------|-----|--------------|-----|---|
| Final exam:   | 40% | Assignments: | 30% | % |
| Quizzes/Tests | 30% |              | %   | % |

**Details:**

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

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

Lectures, presentations, guest lecturers, class discussion.

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

| Type        | Author or description                            | Title and publication/access details                                                                                                                                                                                              | Year |
|-------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Whitbourne, S.K., Whitbourne S.B., & Konnert, C. | Adult Development and Aging: 2 <sup>nd</sup> / Wiley                                                                                                                                                                              | 2021 |
| 2. Article  | Pace, J. E., & Grenier, A.                       | Expanding the circle of knowledge: Reconceptualizing successful aging among North American older Indigenous peoples. <i>Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i> , 72(2), 248-258.        | 2017 |
| 3. Other    | Medicine Wheel: Life Cycle                       | Resources and Adapted from: Centennial College. (2014). Our Stories: First Peoples in Canada; Dapice, Ann. (2006). The Medicine Wheel; Pritchard, L. A. (2022, 03 20). Indigenous Education Holistic Lifelong Learning Framework. | 2022 |
| 4.          |                                                  |                                                                                                                                                                                                                                   |      |
| 5.          |                                                  |                                                                                                                                                                                                                                   |      |

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

No special materials required.

**Course Content and Topics**

- Introduction to adulthood psychology: key concepts
- Theories of adult development
- Research methods
- Physical changes-health prevention
- Basic to higher-order cognitive processes
- Personality development
- Relationships work, retirement
- Mental health in adulthood
- Death and dying: psychological perspectives
- Successful aging
- Cultural perspectives on aging

**Memo for Program Changes**

To: UEC members

From: Chris Schinckus, Dean, Faculty of Business and Computing (Email: Chris.Schinckus@ufv.ca)

Date: January 22, 2024

**Subject: Program change** - Update on Admission Requirements for the Post-Baccalaureate in International Business (PBD IB)

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

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

2. Rationale for change(s):

I am writing to inform you about the change in the admission requirements for the Post-Baccalaureate Diploma in International Business.

In light of recent discussions and developments, including those at the Senate and the University Executive Committee (UEC) and to align UFV programs with all existing Post-Baccalaureate Diplomas in the Province; discussions were in favor of adjusting the admission requirements for all the Post-Baccalaureate Diplomas offered in UFV.

Consequently, the admission requirements for the Post-Baccalaureate in International Business (PBD IB) needs to be adjusted.

Here are the recommendations for the changes in this program.

**Entrance Requirements:**

- A 3-or-4-year undergraduate degree from a recognized post-secondary institution in any discipline with a minimum 60%, or C, average in the last 60 credits, or equivalent, taken.

- Applicants must meet the Degree/diploma level English language proficiency requirement. Details on how this requirement may be met are outlined in the English language proficiency requirement section of the calendar.

This change aligns our practices with those observed in the initial admission cycle and is consistent with the recent Senate decision allowing another Post-Baccalaureate Diploma program to operate without disciplinary restrictions. Furthermore, this change aligns us with other similar degrees in BC.

Students will be required to do pre-arrival and post-arrival basic skills assessments. If needed, students will be directed to possible non-credit support courses/activities before the start of the program or during the program to ensure they have a common base level of knowledge. Therefore:

- An understanding of basic business functions and operations is highly recommended.
- A keen interest in international business is essential for this program.
- Well-developed analytical and critical thinking skills and experience in word processing and spreadsheets are highly recommended.
- Students may be required to complete an orientation course to ensure a common understanding of UFV education standards.

When recruiting for this program, students should be clearly made aware of the nature of the program and the courses within the program.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

N/A

4. What consideration has been given to Indigenizing the curriculum?

N/A

5. Will additional resources be required? If so, how will these costs be covered?

N/A

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

As stated earlier, Students must complete pre-arrival and post-arrival basic skills assessments. If needed, students will be directed to possible non-credit support courses/activities before the start of the program or during the program to ensure they have a common base level of knowledge. Therefore:

- An understanding of basic business functions and operations is highly recommended.
- A keen interest in international business is essential for this program.

- Well-developed analytical and critical thinking skills and experience in word processing and spreadsheets are highly recommended.
- Students may be required to complete an orientation course to ensure a common understanding of UFV education standards.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

N/A

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

N/A

## Business Analytics post-baccalaureate diploma

### Entrance requirements

1. ~~A 3-or-4-year undergraduate degree from a recognized post-secondary institution in any discipline with a minimum 60%, or C, average in the last 60 credits, or equivalent, taken. Completion of a 3–or 4-year undergraduate degree from a recognized post-secondary institution in a non-business or management field of study, with a minimum 60% (C-) average in the last two years of study.~~
2. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

Note: Additional courses or waivers may be required to meet course prerequisites. Students should contact an advisor with questions and to discuss their options.

**Memo for Program Changes**

To: UEC members

From: Chris Schinckus, Dean, Faculty of Business and Computing (Email: Chris.Schinckus@ufv.ca)

Date: January 22, 2024

**Subject: Program change** - Update on Admission Requirements for the Post-Baccalaureate in Business Analytics (PBD BA)

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

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

2. Rationale for change(s):

I am writing to inform you about the change in the admission requirements for the Post-Baccalaureate Diploma in International Business and the Post-Baccalaureate in Business Analytics.

In light of recent discussions and developments, including those at the Senate and the University Executive Committee (UEC) and to align UFV programs with all existing Post-Baccalaureate Diplomas in the Province; discussions were in favor of adjusting the admission requirements for all the Post-Baccalaureate Diplomas offered in UFV.

Consequently, the admission requirements for the Post-Baccalaureate in Business Analytics (PBD BA) degree needs to be adjusted.

Here are the recommendations for the changes in this program.

**Entrance Requirements:**

- A 3-or-4-year undergraduate degree from a recognized post-secondary institution in any discipline with a minimum 60%, or C, average in the last 60 credits, or equivalent, taken.



- Applicants must meet the Degree/diploma level English language proficiency requirement. Details on how this requirement may be met are outlined in the English language proficiency requirement section of the calendar.

This change aligns our practices with those observed in the initial admission cycle and is consistent with the recent Senate decision allowing another Post-Baccalaureate Diploma program to operate without disciplinary restrictions. Furthermore, this change aligns us with other similar degrees in BC.

Students must complete pre-arrival and post-arrival basic skills assessments. If needed, students will be directed to possible non-credit support courses/activities before the start of the program or during the program to ensure they have a common base level of knowledge. Therefore:

- A post-secondary basic calculus course or equivalent is highly recommended.
- A keen interest in mathematics and data science is essential for this program.
- Students will need to show proficiency in basic mathematics either through a proficiency exam and/or successful completion of support courses before the start of the program.
- Students may be required to complete an orientation course to ensure a common understanding of UFV education standards.

When recruiting for this program, students should be made aware of the nature of the program and the courses within the program.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

N/A

4. What consideration has been given to Indigenizing the curriculum?

N/A

5. Will additional resources be required? If so, how will these costs be covered?

N/A

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

As stated earlier, students must complete pre-arrival and post-arrival basic skills assessments. If needed, students will be directed to possible non-credit support courses/activities before the start of the program or during the program to ensure they have a common base level of knowledge.

Therefore:

- A post-secondary basic calculus course or equivalent is highly recommended.
- A keen interest in mathematics and data science is essential for this program.

- Students will need to show proficiency in basic mathematics either through a proficiency exam and/or successful completion of support courses before the start of the program.
- Students may be required to complete an orientation course to ensure a common understanding of UFV education standards.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

N/A

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

N/A

## International Business post-baccalaureate diploma

### Entrance requirements

1. ~~A 3-or-4-year undergraduate degree from a recognized post-secondary institution in any discipline with a minimum 60%, or C, average in the last 60 credits, or equivalent, taken. Completion of a 3–or 4-year undergraduate degree from a recognized post-secondary institution in a non-business or management field of study, with a minimum 60% (C-) average in the last two years of study.~~
2. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

Note: Additional courses or waivers may be required to meet course prerequisites. Students should contact an advisor with questions and to discuss their options.



**MEMO**

To: Samantha Hannah, Undergraduate Education Committee Chair

Cc: David Johnston, Undergraduate Education Committee, Vice Chair, Amanda Grimson, Undergraduate Education Committee Assistant, Claire Hay (Learning Specialist – Curriculum and Assessment)

From: Dr. Awneet Sivia, Associate Vice President, Teaching and Learning

Date: Feb 15, 2024

**Re: Learning Outcomes Guide Revisions**

\*\*\*\*\*

Dear Samantha,

Following the UFV Senate’s approval of the updated Institutional Learning Outcomes (ILOs) in Fall 2023, the Teaching and Learning Centre (TLC) has held meetings with you as the Undergraduate Education Committee (UEC) Chair, the Program Development and Quality Assurance Director, Deans, and relevant senior academic leaders to plan for the implementation of the updated ILOs which go into effect July 1, 2024. As part of that implementation process, the TLC Learning Specialists and I have been reviewing the Learning Outcomes Guide (LOG) which is used by faculty and program areas in developing effective course and program learning outcomes. We see this as a good opportunity to update the LOG with the ILOs and the language and theories that are referenced in curriculum development.

The purpose of this memo is to inform the UEC of the principles we are using to guide the revision of the LOG:

1. Language from the new ILOs, particularly from the descriptive paragraphs, will be woven into the updated LO Guide to improve alignment.
2. A model will be included to visually demonstrate how the ILOs inform learning outcomes in programs, course outlines, syllabi, and student learning experiences. This visual model aims to build a stronger connection between the ILOs and learning outcomes in general, by recognizing the broader impact of the ILOs.
3. Additional models of learning outcome development that supplement Bloom’s Taxonomy will be included in the revisions to the LOG.
4. Following this initial update to the LOG to integrate the updated ILOs, we plan to add new sections to support faculty in writing learning outcomes from an Indigenous lens and that address EDI specifically.
5. Subsequent steps will include revisions to the Guidelines for Quality Curriculum to integrate them more fully into the LOG.

Thank you for your consideration of this memo and your support of the directions being taken in these revisions. If you have any further questions, please reach out to me.

Sincerely,  
Awneet Sivia  
AVP Teaching and Learning



## Undergraduate Education Committee Terms of Reference

### RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

### COMPOSITION

#### **Voting Members**

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, Registrar and Associate Vice-President, Enrolment Management (or designate)
- Nine faculty members, including at least one from each Faculty and at least two who are members of Senate, approved by Senate
- Two deans, or one dean and one associate dean, approved by Senate
- University Librarian or designated Librarian\* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

#### **Ex Officio Non-Voting Members**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- AVP, Xwexwilmexwawt
- Manager, Enrolment Planning
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance

- Director, Advising Centre (or designate)

**Optional Non-Voting UEC Liaisons**

- Representatives of Faculty Council Curriculum Committees not otherwise represented, nominated by the FCCC

**Administrative Support**

- UEC Assistant/Calendar Editor, Office of the Registrar

\* Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/04-17/05/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|--------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Code and Number:                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Number of Credits: <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Course Full Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Course Short Title: (To be assigned by OReg based on university standards.)                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Faculty: Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Department/School (or program if no department):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Calendar Description:</b><br>(The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)<br><br>Note: Students with credit for _____ cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>(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.)                                                                                       | <b>Course Details</b><br>Special Topics course: <a href="#">[click to select]</a><br>(If yes, the course will be offered under different letter designations representing different topics.)<br>Directed Study course: <a href="#">[click to select]</a><br>(See <a href="#">policy 207</a> for more information.)<br>Grading System: <a href="#">[click to select]</a><br>Delivery Mode: <a href="#">[click to select]</a><br>Expected frequency: <a href="#">[click to select]</a><br>Maximum enrolment (for information only): |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><b>Total hours</b></td><td><b>0</b></td></tr> </table>                     | <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <b>Total hours</b> | <b>0</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><a href="#">[click to select]</a><br><br><b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <a href="#">[click to select]</a><br>Submit outline for (re)articulation: <a href="#">[click to select]</a><br>(If yes, fill in <a href="#">transfer credit form.</a> ) |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                          | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                  |

**Commented [AG1]:**  
**Previous:**  
 Lecture/seminar  
 Tutorials/workshops  
 Supervised laboratory hours (computer lab)  
 Supervised laboratory hours (design lab)  
 Supervised laboratory hours (science lab)  
 Supervised laboratory hours (shop)  
 Experiential (cultural/elder learning or participation)  
 Experiential (field trip)  
 Experiential (internship)  
 Experiential (work-integrated learning)  
 Practicum  
 Supervised directed learning (directed studies only)

**Revised:**  
 Lecture/seminar  
 Tutorials/workshops  
 Experiential (cultural/elder learning or participation)  
 Experiential (field trip)  
 Experiential (internship)  
 Experiential (work-integrated learning)  
 Practicum  
 Supervised directed learning (directed studies only)  
 Supervised laboratory hours (computer lab)  
 Supervised laboratory hours (design lab)  
 Supervised laboratory hours (language lab)  
 Supervised laboratory hours (science lab)  
 Supervised laboratory hours (shop)  
 Supervised studio hours

**Commented [AG2]:** Check boxes replaced with dropdown menu

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UFC's course development resources.](#) )

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.
4. 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.

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

|                   |   |                   |   |                   |   |
|-------------------|---|-------------------|---|-------------------|---|
| [click to select] | % | [click to select] | % | [click to select] | % |
| [click to select] | % | [click to select] | % | [click to select] | % |

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information. Provide any other relevant information. A full assessment breakdown is recommended, but at minimum any category at 50% or more must be itemized.)

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

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

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

| Type                 | Author or description | Title and publication/access details | Year |
|----------------------|-----------------------|--------------------------------------|------|
| 1. [click to select] |                       |                                      |      |
| 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**

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

**Commented [AG3]:**

**Previous:**

- Final exam
- Quizzes/tests
- Assignments
- Project
- Lab work
- Field evaluation
- Practicum
- Shop work
- Portfolio
- Holistic assessment

**Revised:**

- Assignments
- Field evaluation
- Final exam
- Holistic assessment
- Lab work
- Portfolio
- Practicum
- Project
- Quizzes/tests/midterm
- Shop work
- Studio-based assessment

**Commented [AG4]:**

**Previous:**

- Indigenous knowledge
- OER book
- Textbook
- Article
- Journal
- Video
- Online resource
- Other

**Revised:**

- Article
- Book
- Journal
- Indigenous knowledge
- OER
- Online resource
- Textbook
- Video
- Other






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**UEC MEMORANDUM**

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**TO:** Undergraduate Education Committee  
**FROM:** Amanda Grimson, UEC Assistant/Calendar Editor  
**DATE:** May 9, 2024  
**RE:** Horticulture Crop Production and Protection certificate

---

The Horticulture Crop Production and Protection certificate documents that UEC approved on March 22, 2024 contained a clerical error. The submitted memo was clear that only one 300-level production course would be required, but the accompanying calendar copy indicated that two of these courses would be required.

The 2024/25 calendar has been adjusted accordingly, and revised calendar copy is below.

**Memo excerpt:**

*Rationale for reducing number of 300-level production courses (Agri 321, 323, 324, 327) credits:*

- *The Agriculture Technology programs are heavily prescribed. Reducing the number of 300-level production courses provides students with some level of choice to focus deeper study in areas of their interest.*
- *This reduction to only one 300-level course (instead of 3) and reduces the number of credits in the Horticulture Crop Production and Protection certificate from 36 to 30, helping to make the program more affordable for students.*

**Program outline:**

| Course                 | Title                                                            | Credits      |
|------------------------|------------------------------------------------------------------|--------------|
| AGRI 123               | Horticulture Skills and Techniques for Fall                      | 3            |
| AGRI 124               | Introduction to Horticulture                                     | 3            |
| AGRI 129               | Horticulture Skills and Techniques for Winter                    | 3            |
| AGRI 142               | Introduction to Agribusiness                                     | 3            |
| or BUS 100             | Introduction to Business                                         |              |
| AGRI 163               | Pest Biology and Identification                                  | 3            |
| AGRI 183               | Farm and Equipment Safety                                        | 3            |
| AGRI 192               | Practicum I                                                      | 3            |
| AGRI 204               | Introduction to Soils and Soil Fertility                         | 3            |
| <b>One of:</b>         |                                                                  | <b>3</b>     |
| AGRI 321               | Vegetable Crop Production: Science and Practice (see Note)       | <del>3</del> |
| <del>or</del> AGRI 323 | Fruit Crop Production: Science and Practice (see Note)           |              |
| AGRI 324               | Greenhouse Production: Science and Practice                      | <del>3</del> |
| <del>or</del> AGRI 327 | Nursery Production and Propagation: Science and Practice         |              |
| <b>Plus:</b>           |                                                                  |              |
| CMNS 125               | Communicating Professionally to Academic and Workplace Audiences | 3            |
| or ENGL 105            | Academic Writing                                                 |              |

Note: AGRI 321 and AGRI 323 are not offered every year. See department website for scheduling information.