UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
December 13, 2024 - 10:00 AM
A225

AGENDA
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MOTION: To approve the changes to the Bachelor of Science in Nursing and LPN Access to the Bachelor of Science in Nursing as presented, effective September 2025.

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Learning Outcomes Guide
A guide for learning at UFV: Part A – Developing Learning Outcomes

4.2. UEC Liaison reports

4.3. Policy Subcommittee report

4.4. APPC report

4.5. Senate report

4.6. Senate Teaching and Learning Committee report

5. INFORMATION ITEMS

109 **5.1. Upcoming UEC vacancies**

5.2. Program suspensions and discontinuations
Discontinued: Criminology extended minor
Discontinued: Master of Arts in Criminal Justice
Discontinued: Program Evaluation graduate certificate

6. ADJOURNMENT

UNIVERSITY
OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

October 25, 2024
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Afeef Alam, Donna Alary, Thais Amorim, Michael Batu, Chris Campbell, Rhonda Colwell, Vlad Dvoracek, Joy Enyinnaya, Samantha Hannah, Bobby Jaswal, Pavandeep Judge, Dana Landry, Stan Manu, David McGuire, Cindy Schultz, Shel Stefan, and Susan Stoneson
ABSENT:	Shirley Hardman, Claire Hay, Amber Johnston, David Johnston, Allyson Jule, Selena Karli, Carolyn MacLaren, Lisa McMartin, and Sylvie Murray
GUESTS:	Avril Alfred, Raechel Healey-Chamberlain, Leanne Joe, Chantelle Marlor, Heather McAlpine, Emiko Petit, and Renee Prasad
RECORDER:	Amanda Grimson

1. **APPROVAL OF THE AGENDA**

2. **APPROVAL OF UEC MINUTES**

    2.1. UEC draft minutes: September 27, 2024

    MOTION:
    To approve the draft minutes as presented.
    CARRIED

3. **COURSES AND PROGRAMS**

    3.1. Media and Communication Studies
    Review with changes including title: MACS 385/SOC 385

    MOTION:
    To approve the MACS 385/SOC 385 course outline as presented.
    CARRIED

    3.2. Agriculture
    New course: AGRI 495, Special Topics in Horticultural Science
    New course: AGRI 496, Special Topics in Livestock Science
    New course: AGRI 497, Special Topics in Agrology

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

    3.3. Communications
    Discontinuation: RSS 098

    MOTION:
    To approve the discontinuation of RSS 098.

CARRIED

Review with changes including title and prerequisites: CMNS 360

MOTION:
To approve the CMNS 360 course outline as amended:
- Consultation with Indigenous knowledge keepers added to learning outcome #6
- Minor update will be made to course content to include consultation with Indigenous stakeholders

CARRIED

3.4. English
Review with changes including prerequisites: ENGL 280
Review with changes: ENGL 315

MOTION:
To approve the ENGL course outlines as amended:
- ENGL 280 learning outcome #1: "children's literature published in Europe from the year 1000 through 2010" changed to "children's literature and stories from the year 1000 through to the present"
- ENGL 315 calendar description: "Canadian" changed to "Indigenous and Canadian"
- ENGL 315 learning outcome #4 changed to "Use genre techniques specific to contemporary children's literature to write children's literature"

CARRIED

3.5. Computing
Review with changes including prerequisites: COMP 486

MOTION:
To approve the COMP 486 course outline as presented.
CARRIED

New program: Artificial Intelligence and Machine Learning post-baccalaureate diploma

MOTION:
To recommend approval of the Artificial Intelligence and Machine Learning post-baccalaureate diploma as presented.
CARRIED

New program: Cybersecurity post-baccalaureate diploma

MOTION:
To recommend approval of the Cybersecurity post-baccalaureate diploma as presented.
CARRIED

New program: Software Engineering post-baccalaureate diploma

MOTION:

To recommend approval of the Software Engineering post-baccalaureate diploma as presented.
CARRIED

3.6. Continuing Education
Changes to entrance requirements: Medical Office Assistant certificate

MOTION:
To recommend approval of the changes to the Medical Office Assistant certificate entrance requirements as amended, effective September 2025:
- Program requirements: "grade average of 80%" changed to "grade average of A-"
CARRIED

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Learning Outcomes Guide
A guide for learning at UFV: Part A – Developing Learning Outcomes
Online Course Guidebook

4.2. UEC Liaison reports

There were no reports this month.

4.3. Policy Subcommittee report

Stan Manu will fill the faculty vacancy on this subcommittee. Work continues on the policies previously reported; no new policies have been assigned to UEC.

4.4. APPC report

There was nothing to report this month.

4.5. Senate report

Senate has not met since UEC's last meeting.

4.6. Senate Teaching and Learning Committee report

5. ADJOURNMENT

The meeting was adjourned at 11:42 am.

Memo for Course Changes

To: CACC

From: Linda Pardy

Date: August 22, 2024

Subject: Proposal for revision of AIS 398

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

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

2. Rationale for change: In January 2024 AIS 398 (former PORT 398) was approved by CACC and UEC. At the time the prerequisite was revised to reflect a recommendation from the BIS program review. This recommendation was to make PORT 398 unique to BIS students. As a result, we added admission to the BIS as a pre-req. However, during registration for Fall 2024 we discovered that over years since the BIS program review a high number of students from Kinesiology, Computer Information Systems, Science, and Criminology have been taking PORT 398. Academic Advising found the new pre-req was a barrier for these students when trying to register. The following data confirms students from these disciplines are seeking access to AIS/PORT 398. We would like to remove the reference to ***Admission to the BIS*** as a pre-req to reduce a barrier for students seeking instruction on how to gain professional practice skills as they prepare their post-university plans.

Course Registrations in PORT-398 by Program Title and Fiscal Year, since 2018-19

Course Code	Program Title	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	Total
PORT-398	Bachelor of Integrated Studies		24	88	66	63	55	12	**308**
	Bachelor of Arts	61	103	35	19	17	10	1	**246**
	Bachelor of Kinesiology		3	12	83	74	50	17	**239**
	Bachelor of Computer Information Systems	12	23	17	9	17	43	17	**138**
	Bachelor of General Studies	69	44	18	5		1		**137**
	Bachelor of Science	7	4	5	15	25	37	15	**108**
	Bachelor of Arts (Criminal Justice)	1	6	9	10	12	22	5	**65**
	Qualifying Studies	2	4	8	3	4	7	1	**29**
	Diploma in General Studies	3	6	5	1	5	1	1	**22**
	Bachelor of Environmental Studies			5	7	7	2		**21**
	Bachelor of Business Administration	1	2	1	1	4	4	1	**14**
	Bachelor of Environmental Studies (Natural Sciences)			1	4	5	1	1	**12**
	Diploma in Business Administration	5	5	2					**12**
	Diploma in Criminal Justice		1		2	1	2		**6**

All other aspects of the course revisions remain the same and the memo from January 2024 still applies. Therefore the memo below using N/A in response to most of the questions because no other revisions are being requested.

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)?   Academic Advising, Institutional Research, Criminology,

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

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

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

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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2017
REVISED COURSE IMPLEMENTATION DATE:	May 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	October 2029

Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AIS 398	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Professional Practices for Integrated Studies
Course Short Title: Prof Practices for Int Studies

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Arts and Integrated Studies

Calendar Description:

Students explore diverse perspectives on the meaning of work, articulate personal and professional values embedded in one's work, plan for advancement or improved personal career satisfaction, and create an individualized trajectory that bridges university learning and professional practices and expectations.

Note: Students with credit for AIS 299, ARTS 299, PORT 398, or ADED 472 cannot take this course for further credit.

Prerequisites (or NONE):	60 university-level credits including at least 6 credits completed at UFV.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **PORT 398**

Cross-listed with:

Equivalent course(s): **ARTS 299, AIS 299, ADED 472**

(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.)

Course Details

Special Topics course: **No**

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

Directed Study course: **No**

Grading System: **Letter Grades**

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

Expected frequency: **Every semester**

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

Typical Structure of Instructional Hours

Tutorials/workshops	25
Supervised labroratory hours (design lab)	20
Total hours	**45**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this course is designed specifically to support students to connect the variety of courses in their degree to their post-university goals.

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

Transfer credit already exists: **No**

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

Department approval:	**Date of meeting:**	January 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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. Assess how skills and attributes acquired through interdisciplinary study contribute to life design.
2. Create a personal inventory of success skills that have been achieved, are in progress, or that need future development.
3. Apply the Indigenous wholistic framework using the Five Rs. (e.g., relationships, respect, relevance, reciprocity, and responsibility) to explore career development practices and inclusive workplace environments.
4. Use reflective methods to conduct self-evaluations to identify individual talents, skills, and attributes.
5. Evaluate labour market trends, occupation profiles, and potential career pathways.
6. Practice self-reflective learning and self-evaluation skills.
7. Examine equity, diversity, and inclusion in a workplace context.
8. Produce an action plan to connect university programming planning with post-university goals.

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

Assignments:	75%		%		%
Portfolio:	25%		%		%

Details:

Assignments (75%) may include:
- Creation of an Identity Map (IM)
- Reflective writing or projects (e.g., art based, game based, presentation based)
- Circle work
- Journal submissions
- Low stakes writing assignments
- Role plays
- Case studies
- Short research summaries
- e-portfolios

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

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

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

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

Course Content and Topics

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

Memo for Course Changes

To: Faculty of Science Curriculum Committee (FSCC)

From: Justin Lee, Department Head (Biology)

Date: September 1, 2024

Subject: Proposal for revision of Invertebrates (BIO 301)

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

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

2. Rationale for change: **The course outline is up for a 6 year review and to better match UFV new ILOs (implemented July 1, 2024).**

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): **As part of UFV's new ILOs, particularly #5 and #6, students will expand their understanding of local invertebrates within British Columbia, including their historical and ecological significance. The course will explore how invertebrates relate to human societies, both Indigenous and non-Indigenous, examining their roles in medicinal practices, ecological dynamics, and evolutionary processes.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No, this is a 4-credit course part of the 24 upper-level (300 or higher) credits required for a B.Sc. in Biology at UFV. It can be used an upper-level elective (300 or higher) in the B.Sc. Biochemistry major as well.**

5. Which program areas have been consulted about the change(s)? **None (other than Biology).**

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

curriculum explores invertebrates and their relationship to Indigenous societies. The course also examines invertebrates and their roles in Indigenous medicinal practices, ecological dynamics, and evolutionary processes. Also, an introduction to First Nations terminology and names are presented to students throughout the course.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? **The course embraces inclusivity through learning formats such as audio-visual presentations, photographs, drawing, 3D models, and museum specimens. It fosters equity by exploring the role of invertebrates across ALL human societies and their ecological impacts. Additionally, the course examines the evolutionary perspective of invertebrates in relation to human evolution. Teaching methods include small group activities and class discussions to enhance the principles of EDI.**

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **~$250 CAD (textbook + supplies for assignments)**

ORIGINAL COURSE IMPLEMENTATION DATE: January 1995
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** December 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.

Course Code and Number: BIO 301	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Anatomy and Physiology of Invertebrates
Course Short Title: Anat & Phys of Invertebrates

Faculty: Faculty of Science	**Department (or program if no department):** Biology

Calendar Description:

An introduction to one of the most abundant life forms on Earth. Form and function, with reference to ecology and human impact, will be discussed and examined. Phylogenetic and evolutionary relationships will be emphasized with local examples of this group.

Prerequisites (or NONE):	Any two 200-level or above Biology courses.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (science lab)	45
Total hours	**90**

Scheduled Laboratory Hours

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

Course Details

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

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

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	September 13, 2024
Faculty Council approval		**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	December 13, 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. Access and use biological knowledge of invertebrates and their unique and defining characteristics to identify different invertebrate taxonomic groups.
2. Integrate invertebrate diversity, anatomically and ecologically, with historical and current concepts of use and importance, using local British Columbia examples.
3. Interpret invertebrate evolutionary placement.
4. Critically discuss the changing views of the phylogenetic relationships between invertebrate groups.
5. Identify the adaptations of invertebrate animals with respect to successful life strategies.
6. Communicate the impacts of invertebrates on human civilisation, both Indigenous and non-Indigenous societies, with particular reference to medicinal practices and ecological and evolutionary processes.

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

Final exam:	25%	Assignments:	15%	Quizzes/tests:	20%
Portfolio:	15%	Lab work:	15%	Project:	10%

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.)*

The course will consist of a series of lectures, laboratory exercises, demonstrations, small group practice, and class discussion. For some aspects of the course audio-visual presentations, photographs, drawings, 3d models, and museum specimens will be used. An introduction of First Nations terminology and names will be presented throughout the course.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Brusca, Giribet, and Moore	Invertebrates, Oxford Uni Press	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Lecture topics:
- Introduction to invertebrate form and function
- Porifera and cnidarians
- Platyhelminthes
- Nematodes and annelids
- Molluscs
- Arthropods
- Insects
- Echinoderms
- Minor invertebrates and invertebrate vertebrates

Laboratory topics:
- Porifera and Cnidaria
- Platyhelminthes
- Nematoda and Annelida
- Mollusca I: Polyplacophora and Bivalvia
- Mollusca II: Gastropoda and Cephalopoda
- Onychophora and Tardigrada
- Arthropoda I: Crustacea
- Arthropoda II: Arachnida, Insecta, Myriapoda
- Echinodermata
- Invertebrate chordates

Memo for Course Changes

To: Faculty of Science Curriculum Committee (FSCC)

From: Justin Lee, Department Head (Biology)

Date: September 1, 2024

Subject: Proposal for revision of Anatomy and Diversity of Plants (BIO 307)

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

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

2. Rationale for change: **The course outline is up for a 6-year review and to better match UFV new ILOs (implemented July 1, 2024). The calendar description has been updated to place greater emphasis on plant diversity and morphology (rather than plant anatomy alone) since the course title originally emphasizes "diversity". Additionally, laboratory exercises use a greater diversity of plants from British Columbia as a whole, rather than only local examples within the Fraser Valley.**

   The prerequisite is being changed to add BIO 219/GEOG 219 as an alternative to BIO 210 as these courses are required options of the agriculture degree. Both are offered by biology or geography departments on a yearly basis. BIO 210 has seats that are reserved for the Agriculture program that will allow an agriculture student to obtain entry into the course.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): **As this course will explore a broader range of plant species within BC, students will develop a more comprehensive approach (ILO #2) to analyzing plants across the province. Furthermore, this expanded scope facilitates deeper engagement with a variety of Indigenous Knowledge Systems (ILO #5), enabling more meaningful integration of perspectives from other Indigenous communities throughout BC. Additionally, the diversity of plants will now be highlighted with respect to their uniqueness within the plant kingdom. This allows students to better apply their knowledge and competency of plants more proficiently (ILO #1).**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No, this is a 4-credit course part of the 24 upper-level (300 or higher) credits required for a B.Sc. in Biology at UFV. It can be used an upper-level elective (300 or higher) in the B.Sc. Biochemistry major as well.**

5. Which program areas have been consulted about the change(s)? **Agricultural Technology was advised that the prerequisites have been changed to include both BIO 210 and BIO 219. Either of the courses are accepted as a core part of the Agricultural degree**

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).

   Throughout this course, numerous plant examples will be explored from cultural and Indigenous perspectives. As a broader variety of plants from across BC is examined, there will be a greater inclusion of perspectives from various Indigenous communities and their knowledge systems.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? **The course promotes inclusivity through learning formats, including audio-visual presentations, photographs, drawings, and museum specimens. Moreover, nature walks during scheduled lab times examine the principles of diversity by investigating a wide variety of Indigenous plant species. During these nature walks, the cultural significance of these plants and their roles within diverse Indigenous communities across BC will be emphasized.**

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. **Nature walks will be scheduled throughout this course during regular lab periods.**

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **$250 CAD (textbook).**

ORIGINAL COURSE IMPLEMENTATION DATE:		September 2005
REVISED COURSE IMPLEMENTATION DATE:		September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**		December 2030

<mark>Course outline form version: 26/01/2024</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BIO 307	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Anatomy and Diversity of Plants **Course Short Title:** Anatomy & Diversity of Plants	
Faculty: Faculty of Science	**Department (or program if no department):** Biology

Calendar Description:

Focuses on the diversity, morphology, and life cycles of plants. Indigenous knowledge, evolutionary relationships, advances in forensics, and medicinal uses of plants will be explored. Laboratory exercises will utilize examples of plants selected from British Columbia flora.

Prerequisites (or NONE):	BIO 210 or BIO 219/GEOG 219.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (science lab)	45
Total hours	**90**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	September 13, 2024
Faculty Council approval	**Date of meeting:**	October 4, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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. Analyse phylogenetic traits and the diversity of plants.
2. Interpret morphological and anatomical data using current digital qualitative and analytical methodologies.
3. Examine the morphological and anatomical advances in photosynthetic organisms with respect to evolutionary and ecological theories.
4. Integrate a cultural and Indigenous perspective on the use of plants from local British Columbia flora.
5. Discuss the diversity of plants in a way that highlights the uniqueness of the plant kingdom.

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

Final exam:	30%	Quizzes/tests:	20%	Portfolio:	25%
Assignments:	15%	Project:	10%		%

Details: Reports include discussions of Indigenous knowledge.

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 will consist of a series of lectures, laboratory exercises, demonstrations, small group practice, and class discussion. For some aspects of the course audio-visual presentations, photographs, drawings, herbarium samples, and museum specimens will be used. An introduction of First Nations terminology and names will be presented throughout the course. Students will draw upon multiple experiences, both physical and intellectual to expand upon classical plant anatomical theory. They will join these together to create an analysis of how plants work.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Blackmore	How plants work, RBG Kew	2018
2.				
3.				

Course Content and Topics

Lecture topics:
- Introduction to plant morphology and the vascular plant body
- Leaves
- Cells, tissues, and staining
- Primary meristems, primary plant body
- Dermal and ground tissue systems
- Vascular tissue system, tissue types, and function (water potential)
- Flowers and fruit
- Wood characteristics
- Bryophytes and ferns
- Seedless vascular plants
- Gymnosperms distribution and evolution
- Angiosperm distribution and evolution
- Plants and peoples
- Plant morphology and anatomy in forensic science
- Edible plants and medicinal plants

Laboratory topics and experiments:
- Lab #1: Basic plant anatomy and histology – staining and preparing slides
- Lab #2: Tissue types – parenchyma, xylem, phloem, sclerenchyma
- Lab #3: Stem, leaf, and root anatomy
- Lab #4: Flowers
- Lab #5: Wood anatomy
- Lab #6: Mosses and liverworts
- Lab #7: Seedless vascular plants
- Lab #8: Ferns
- Lab #9: Conifers
- Lab #10: Anthophyta
- Lab #11: Indigenous B.C. flora uses and identification

Memo for Course Changes

To: CACC/UEC

From: Shelley Liebembuk, Director, School of Creative Arts

Date: Sept. 13, 2024

Subject: Proposal for the discontinuation of MEDA 401 and MEDA402

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:

Effective fall 2023, MEDA403 is a year-long course which replaces the former MEDA401 and MEDA402 capstones. It is being offered as MEDA 403A in fall and MEDA 403B in winter, and students must take both in the same academic year to receive credit.

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

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

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

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

Memo for Course Changes

To: Undergraduate Education Committee

From: Dr. Omer Waqar

Date: May 24th, 2024.

Subject: Proposal for revision of Web Publishing

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 revision of the course outline for CIS 145 is necessary to adapt to the changing educational landscape, respond to student feedback, incorporate emerging best practices, align with learning objectives, include relevant resources, enhance assessment and evaluation, accommodate diverse learning styles, foster critical thinking, and maintain relevance to real-world applications. This update will contribute to a more effective and meaningful learning experience for our students. Moreover, this update will equip students with the skills to thoughtfully integrate Indigenous content, traditions, and practices into their website designs. This includes understanding and applying cultural symbols, respecting traditional knowledge, and incorporating storytelling techniques that reflect Indigenous values. Students will learn to create websites that not only serve functional purposes but also honor and preserve Indigenous heritage, ensuring cultural sensitivity and authenticity in their website designs.

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 in learning outcomes are designed to help students better demonstrate information competency, critical and imaginative analysis, proficient use of knowledge and skills, initiation of inquiries and problem-solving, effective communication, self-motivated and self-reflective learning,

collaborative leadership, respectful and professional practices, and contribution on both regional and global levels.

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

The course will provide up-to-date technologies to the students. The alteration in the course outline allows the other programs to use these technologies. The programs consulted can be found in the following number 5. The feedback received was a draft outline which was adopted wherever applicable.

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

Information Sciences, School of Business, School of Creative Arts, Bachelor of Media Arts , and Associate of Arts.

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).

Infuse Indigenous design principles into the curriculum. Explore traditional art forms, symbols, and aesthetics from local Indigenous cultures and incorporate them into web design concepts and projects.

There will be some assignments that ask students to explore and design a web page about traditional Indigenous knowledge, emphasizing the value of these systems and their relevance in contemporary contexts. For example, ask students to design projects that involve creating websites or multimedia content that accurately represent Indigenous stories and perspectives. Another example would be to ask students to design and include a toggle language features that allows users to switch the website's language between English and an Indigenous language. As a hands-on activity, students will create a color palette and select fonts for their websites that reflect the cultural context of the Indigenous community. Furthermore, students will analyze and compare the effectiveness of the design principles used in websites of various existing Indigenous organizations.

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

Increased the weight of project and decreased weight of assignments to accommodate different learning styles.

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

N/A

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

	ORIGINAL COURSE IMPLEMENTATION DATE:	January 2003
	REVISED COURSE IMPLEMENTATION DATE:	September 2025
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 2030

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CIS 145	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Web Publishing
Course Short Title: Web Publishing

Faculty: Faculty of Business and Computing	**Department:** School of Computing

Calendar Description:

In this course students will design, organize, publish, and maintain custom-coded responsive websites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). They will also learn scripting and how to apply media features, including the width, height, resolution, and orientation of devices. Students will also learn various methodologies for integrating Indigenous perspectives into their website design principles. This course is intended for students with no prior knowledge of HTML.

Prerequisites (or NONE):	None. It is recommended that students are competent in computer skills.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every semester**

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	May 24, 2024
Faculty Council approval	**Date of meeting:**	September 13, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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:

- Recognize the composition and function of the internet, email, and the protocols associated with them.
- Create custom-coded webpages with text and graphics using HTML5.
- Use CSS to separate presentation from content and style pages for responsive user experiences.
- Administer a website on their own PC, on a web server, or on a web hosting or individual web server service.
- Identify issues relating to the internet such as copyright, privacy and accessibility.
- Analyze the effectiveness of website design principles.
- Apply interactive elements to process user data, as well as client-side scripting.
- Apply the principles of OCAP (ownership, control, access, and possession) when publishing and managing web content involving Indigenous data or knowledge.

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

Assignments:	20%	Quizzes/tests:	25%	Project:	20%
Final exam:	25%	Lab work:	10%		%

Details:
Quizzes/tests include 10% quizzes and 15% midterm exam.

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Terry Felke-Morris	Web Development & Design Foundations with HTML5, 10th Edition	2019
2.	Online resource	w3school HTML tutorial	https://www.w3schools.com/html/	
3.	Online resource	w3 CSS tutorial	https://www.w3schools.com/w3css/	
4.	Online resource	Indigenous website	http://digitalsqewlets.ca/index-eng.php	
5.				

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

Course Content and Topics

The main emphasis in this course will be on HTML and CSS. Topics will include the following:
- Introduction to the internet and World Wide Web
- HTML basics
- Configuring color and text with CSS
- Indigenous symbols, patterns, and art styles for websites
- Web design and responsive page layout
- Inclusion of Indigenous language for some websites
- Links, layout, and mobile
- Tables and forms
- Web development, web promotion, and e-commerce overview
- Web multimedia and interactivity
- JavaScript and jQuery introduction
- Language toggle feature for websites
- Case studies of various Indigenous organizations' websites
- Principles of OCAP for web publishing

UNIVERSITY
OF THE **FRASER VALLEY**
SCHOOL OF COMPUTING

MEMORANDUM
School of Computing

TO: Samantha Hannah, Chair, Undergraduate Education Committee
FROM: Opeyemi Adesina, Director, School of Computing
DATE: 5th November 2024
RE: Revisions to Prerequisite Requirements – COMP 486: Practicum

UEC approved revisions to the COMP 486 course outline on October 25, 2024. However, the School of Computing has recently identified an oversight in the approved prerequisites for this course. The following is a list of rationale for this request:

1. COMP 359 is mutually exclusive with MATH 343 due to similar contents.
2. COMP 370 is mutually exclusive with COMP 371 due to similar contents.
3. Additionally, the Coding Skills Associate Certificate program has the requirements of COMP 359 or MATH 343 and COMP 370 or COMP 371. Therefore, students who may have taken MATH 343 or COMP 371 would not be eligible to take COMP 486 except a prerequisite waiver is awarded.

The School of Computing requests that the COMP 486 prerequisites be revised as indicated:

Approved prerequisites: "COMP 359, COMP 370, and department permission."
Revised prerequisites: "(COMP 359 or MATH 343), (COMP 370 or COMP 371), and department permission."

Memo for Course Changes

To: Linda Pardy, CACC Chair

From: Department Head, English

Date: 6 May 2024

Subject: Proposal for revision of ENGL 344: American Literature 1620-1860

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

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

2. Rationale for change:

    The course is due for its 6-year revision, and the opportunity was seized to update the calendar description, learning outcomes, and texts to reflect the most recent developments in this area of study as well as UFV's mission to Indigenize learning across the University and to incorporate Equity, Diversity, and Inclusion.

    In response to feedback from UEC Pre-Check, learning outcomes have been further updated for specificity, to express outcomes rather than activities, as well as to align with other recently revised upper-level English courses.

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

    The learning outcomes were updated to include more specific language about the historical contexts students learn to apply to their analysis of the literature and culture under study in this course. Such crucial contexts for understanding American history and culture as race, slavery, and colonialism are embedded in the learning offered in this course. The learning outcomes for this course align with UFV's updated ILOs, particularly the outcomes grouped under "Know," "Connect," and "Transform." Students will gain proficiency in applying knowledge, using critical and creative thinking strategies, communicating effectively, learning about the impacts of colonization, and understanding that "systems can favour certain individuals and groups over others, creating inequities and systemic

barriers." These outcomes also align with English program outcomes including G"ain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and national literatures,""appreciate cultural differences as represented in a range "appreciate cultural differences as represented in a range of Indigenous, national, and transnational literatures" and "Frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments."

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

    N/A

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

    N/A

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

    Studying the literature of this period in American history, which includes a particularly intense period of colonization, expansion, and nation-building, through a lens of decolonization, permits students to witness how North American culture has been profoundly shaped by the values and attitudes of imperialism, along with the resilience and resurgence of Indigenous peoples.

    The assessment scheme provides opportunities for students to learn and to share their gifts in multiple ways.

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

    By incorporating a lens of decolonization, this course asks students to read American literature in ways that highlight its participation in the building up or breaking down of systems of oppression relating to class, race, religion, and gender. Readings incorporate several selections by BIPOC authors. Topics foreground discussion of colonization, race, and slavery.

    The assignments and activities provide students with a variety of ways to learn and to share their gifts.

    One of the required texts is widely available in an open online format, which is not only free of cost but accessible to screen readers and other accessibility tools.

    The course can (and has been) offered in hybrid and online format for greater accessibility.

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): $60 (textbooks)

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1994
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 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.

Course Code and Number: ENGL 344	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: American Literature 1620-1860
Course Short Title: American Literature 1620-1860

Faculty: Faculty of Humanities	**Department (or program if no department):** English

Calendar Description:

Survey of major American authors from the Colonial era to the eve of the Civil war. May include Edward Taylor, Mary Rowlandson, Benjamin Franklin, Washington Irving, Ralph Waldo Emerson, Nathaniel Hawthorne, Frederick Douglas, Edgar Allen Poe and Walt Whitman. Topics may include the Puritan influence on American culture, race and slavery, colonial settlerism and Indigenous peoples, the American Gothic, and Transcendentalism.

Prerequisites (or NONE):	Any two 200-level English courses.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every other year**

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

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	May 6, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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, with examples, the central themes and concerns of the area of Early American literature and culture covered in the course.
2. Explain the significance of cultural, social, and intellectual issues such as religion, race, slavery, settler culture and colonialism to the literature of the period 1620 to 1860.
3. Evaluate the cultural outlook of Early American authors in relation to trans-Atlantic trends, slavery, Indigenous cultures and the emergence of the nation after 1776.
4. Identify key American authors in the period 1620 to 1860 in order to describe the development of a self-consciously American literature over this time period.
5. Write literary analysis using appropriate scholarly conventions and research methods.
6. Apply appropriate critical frames to literary analysis.
7. Synthesize secondary sources effectively in written and oral work.
8. Analyze how literature evokes affective responses.

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

Assignments:	75%		%		%
Final exam:	25%		%		%

Details:

Assignments:
- Paper #1 (2000 words): 20%
- Research paper (3000 words): 30%
- Presentation: 10%
- In-class assignments: 15%

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

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

Lectures, seminars, and oral 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	Levine, Robert S..	*The Norton Anthology of American Literature Volume A Beginnings to 1820; Volume B 1820-1865.* Tenth Edition. W.W.Norton	2022
2.	Textbook	Brown, William Brockden	*Edgar Huntly;* Broadview Press (or Project Gutenberg)	2018
3.				
4.				
5.				

Course Content and Topics

Week 1: Introduction, Puritans: William Bradford, Thomas Morton, Jonathan Wingthrop, Cotton Mather. "Powhatan's Discourse of Peace and War," "King Philip's Speech" (Indigenous leader)
Week 2: Anne Bradstreet and Edward Taylor, selected poems.
Week 3: Mary Rowlandson *Narrative of the Captiivity and Restoration.*
Week 4: Jonathan Edwards, Benjamin Franklin, "Autobiography."
Week 5: Thomas Paine, Thomas Jefferson, Federalist Papers.
Week 6: Charles Brockden Brown, *Edgar Huntly.*
Week 7: Washignton Irving, midterm exam.
Week 8: Ralph Waldo Emerson and Thoreau.
Week 9: Nathanial Hawthorne, short fiction and *The Scarlet Letter.*
Week 10: Harriet Beecher Stowe, Harriet Jacobs, William Wells Brown and assorted authors in "Slavery, Race, and the Making of American Literature," *Norton.*
Week 11: Frederick Douglass, Olaudah Equiano and Edgar Allen Poe.
Week 12: Whitman
Week 13: Melville: "Hawthorne and His Mosses," "Bartleby the Scrivener," "Benito Cereno."

Memo for Course Changes

To: Linda Pardy, CACC Chair

From: Department Head, English

Date: 6 May, 2024

Subject: Proposal for revision of ENGL 348: American Literature, 1865-1910

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

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

2. Rationale for change:

The course is due for its 6-year revision, and the opportunity was taken to update the calendar description, learning outcomes, and texts to reflect the most recent developments in this area of study as well as UFV's mission to Indigenize learning across the University and to incorporate the principles of Equity, Diversity, and Inclusion.

In response to feedback from UEC Pre-Check, learning outcomes have been further updated for specificity, to express outcomes rather than activities, as well as to align with other recently revised upper-level English courses.

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

The learning outcomes were updated to include more specific language about the historical contexts students learn to apply to their analysis of the literature and culture under study in this course. Such crucial contexts for understanding American history and culture in this period as race and colonialism are embedded in the learning offered in this course. The learning outcomes for this course align with UFV's updated ILOs, particularly the outcomes grouped under "Know," "Connect," and "Transform." Through their work in this course, students will gain proficiency in applying knowledge, using critical and creative thinking strategies, communicating effectively, learning about the impacts of colonization, and

understanding that "systems can favour certain individuals and groups over others, creating inequities and systemic barriers." These outcomes align with English program outcomes such as "gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors," "appreciate cultural differences as represented in a range of Indigenous, national, and transnational literatures," "learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis," "become adept at research and the handling of secondary sources," and "frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments."

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

    N/A

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

    N/A

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

Studying the literature of this period in American history, which includes the immediate aftermath of the Civil War – a battle fought in large part over the question of whether the practice of slavery should continue to be permitted – brings into sharp focus the extent to which American culture was founded on racist, imperialist, and colonialist values. Equally, it highlights the resilience and resurgence of BIPOC peoples oppressed by these violent systems.

The assessment scheme in this course provides opportunities for students to learn and to share their gifts in multiple ways.

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

By incorporating a lens of decolonization, this course asks students to read American literature in ways that highlight its participation in the building up or breaking down of systems of oppression relating to class, race, and gender. Readings incorporate several selections by BIPOC authors. Topics foreground discussion of colonization, race, class, gender, and slavery.

The assignments and activities provide students with a variety of ways to learn and to share their gifts.

Two of the required texts is widely available in an open online format, which is not only free of cost but accessible to screen readers and other accessibility tools.

The course can (and has been) offered in hybrid and online format for greater accessibility.

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):

   $65 (textbook)

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1997
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 2030

Course outline form version: 11/03/2023

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 348	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: American Literature 1865-1910
Course Short Title: American Literature 1865-1910

Faculty: Faculty of Humanities	**Department (or program if no department):** English

Calendar Description:

Survey of American authors from the Civil War to the eve of World War I. May include Walt Whitman, Emily Dickinson, Mark Twain, Henry James, Theodore Dreiser, Kate Chopin Frank Norris, Zitkala Sa, Gertrude Simmons Bonnin, Booker T Washington and W.E.B. Dubois. Topics covered may include realism and naturalism in fiction, responses to industrialization and urbanization, the Gothic, colonial settlerism and Indigenous peoples in the expanding nation, and women's experience.

Prerequisites (or NONE):	Any two 200-level English courses.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every other year**

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

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Scheduled Laboratory Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	May 6, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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, with examples, the central themes and concerns of the area of late 19th century American literature and culture covered in the course.
2. Explain the significance of cultural, social, and intellectual issues such as the literary movements of realism and naturalism, responses to urbanization, religion, slavery, and settler colonialism in the expanding nation, to the literature of the period 1865 to 1910.
3. Evaluate the cultural outlook of 19th century American authors in relation to trans-Atlantic trends, slavery, the Civil War, and Indigenous cultures.
4. Identify key American authors in the period 1865 to 1910 in order to describe the development of modernist American literature over this time period, and the development of social criticism in literature.
5. Write literary analysis using appropriate scholarly conventions and research methods.
6. Apply appropriate critical frames to literary analysis.
7. Synthesize secondary sources effectively in written and oral work.
8. Analyze how literature evokes affective responses.

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

Assignments:	75%		%		%
Final exam:	25%		%		%

Details:

Assignments:
- Paper #1 (2000 words): 20%
- Research paper (3000 words): 30%
- Presentation: 10%
- In-class assignments: 15%

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

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

Lectures, student seminar presentation, and class discussions are planned.

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	Levine, Robert S. General Editor	*The Norton Anthology of American Literature Volume C 1865 - 1914* Tenth ed. W.W.Norton	2022
2.	Textbook	Dreiser, Theodore	*Sister Carrie;* Project Gutenberg	1995
3.	Textbook	Norris, Frank	*McTeague;* Project Gutenberg	2018
4.	Textbook			
5.	Textbook			

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

Course Content and Topics

Week 1: Introduction
Week 2: Whitman, "Crossing Brooklyn Ferry"; Ralph Waldo Emerson: "Nature" and "Language" (handouts)
Week 3: Emily Dickinson.
Week 4: Mark Twain, *The Adventures of Huckleberry Finn.*
Week 5: Short Fiction:, Kate Chopin, Edith Wharton, Stephen Crane, Jack London, Zitkala Sa (GERtrude Simmons Bonnin).
Week 6: Midterm, Henry James, "Daisy Miller."
Week 7: Henry James, literary criticism and "The Beast in the Jungle," "The Turn of the Screw
Week 8: Theodore Dreiser, Sister Carrie.
Week 9: Theodore Dreiser, Sister Carrie.
Week 10: Frank Norris, *McTeague.*
Week 11: Frank Norris, *McTeague,* W.E.B DuBois, *The Souls of Black Folks*
Week 12: Carl Sandburg and E.A. Robinson (poems, handouts).
Week 13: Eugene O'Neill, *The Hairy Ape.*

Memo for Course Changes

To: Linda Pardy, CACC Chair

From: Department Head, English

Date: 6 May 2024

Subject: Proposal for revision of ENGL 349: Topics in American Literature

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

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

2. Rationale for change:

The course is due for its 6-year revision, and the opportunity was seized to update the calendar description and learning outcomes to reflect the most recent developments in this area of study as well as UFV's mission to Indigenize learning across the University and to incorporate Equity, Diversity, and Inclusion.

In response to feedback from UEC Pre-Check, learning outcomes have been further updated for specificity, to express outcomes rather than activities, as well as to align with other recently revised upper-level English courses.

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

The learning outcomes for this course were updated to reflect the importance of respect in expressing one's own views and considering the views of others, which aligns with the UFV ILOs grouped under "Know" and "Connect" – in this course, students will learn to develop their knowledge and skills, share knowledge responsibly, draw on multiple perspectives, communicate ideas, build connections, remain open to other points of view, value contributions from members of diverse groups and demonstrate growth. The course learning outcome relating to social and historical context has been refined to make clear that the contexts explored depend on the topic selected, aligning with the ILOs grouped under

"Transform," which emphasize engaging with local and global concerns, acknowledging and valuing diversity, and understanding systems of power. These outcomes align with English program outcomes such as "gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors," "appreciate cultural differences as represented in a range of Indigenous, national, and transnational literatures," "learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis," "become adept at research and the handling of secondary sources," and "frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments."

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

N/A

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

N/A

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

This course may be taught through a variety of topics, but the study of American literature must always focus attention on the degree to which American culture has been shaped by colonialism, imperialism, and racism. Having become a dominant force internationally through its own imperial projects, American culture may sometimes be taken for granted, or seem "neutral" rather than ideological. By studying this literature from a variety of perspectives, through a lens of decolonization, students will come to understand and deconstruct how this culture participates in (or resists) systems of power.

The assessment scheme provides a variety of ways for students to demonstrate their learning and share their gifts.

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

By examining American literature in the context of race, as in the iteration presented in the outline as an example, this course asks students to read American literature in ways that highlight its participation in the building up or breaking down of systems of oppression. Readings focus on selections by BIPOC authors. Topics foreground discussion of race.

The assignments and activities provide students with a variety of ways to learn and to share their gifts.

Several of the required texts are widely available in an open online format, which is not only free of cost but accessible to screen readers and other accessibility tools.

The course can (and has been) offered in hybrid and online format for greater accessibility.

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

N/A

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

$50 (textbook)

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1995
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval):	December 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.

Course Code and Number: ENGL 349	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Topics in American Literature
Course Short Title: Topics in American Literature

Faculty: Faculty of Humanities	**Department (or program if no department):** English

Calendar Description:

Theme-based topics in American literature. The focus of the course will vary with the instructor and need not be based on any particular period or confined to specific genres. Topics may include particular philosophical influences on American literature such as that of Puritan theology, styles like naturalism or realism, or a focus on works from specific cultural communities including African American, Latinx, Asian, or Indigenous authors.

Prerequisites (or NONE):	Any two 200-level English courses.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every other year**

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

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	6 May 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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, with examples, the central themes and concerns of the area of American literature and culture covered in the course.
2. Explain the significance of cultural, social, and intellectual issues such as religion, race, slavery, settler culture and colonialism to the literature covered in the course.
3. Evaluate the cultural outlook of American authors in relation to the wider world, including Indigenous cultures.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Apply appropriate critical frames to literary analysis.
6. Synthesize secondary sources effectively in written and oral work.
7. Analyze how literature evokes affective responses.

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

Assignments:	75%		%		%
Final exam:	25%		%		%

Details:

Assignments (75%):
- Paper #1 (2000 words): 20%
- Research paper (3000 words): 30%
- Presentation: 10%
- In-class assignments: 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.)*

The course will include lectures by the instructor, seminar discussions, and oral presentations by students.

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	Richard A. Long and Eugenia W. Collier, Eds	*Afro-American Writing*, 2nd Ed.	
2.	Textbook	W.E.B. Du Bois	*The Souls of Black Folks*	
3.	Textbook	Zora Neale Hurston	*Their Eyes Were Watching God*	
4.	Textbook	Richard Wright	*Native Son*	
5.	Textbook	James Baldwin	*Going to Meet the Man*	
6.	Textbook	Malcolm X	*Malcolm X Speaks*	
7.	Textbook	Toni Morrison	*Sula*	
8.	Textbook	Amiri Baraka	*The Leroi Jones/Amiri Baraka Reader*	
9.	Textbook	Spike Lee	*Do the Right Thing* (film)	
10.	Textbook	Evie Shockley	*The New Black*	

Course Content and Topics

Week 1: Introduction; Phillis Wheatley; Frederick Douglass (anthology excerpts)
Week 2: Booker T. Washington (anthology excerpts)
Week 3: W.E.B. Du Bois, *The Souls of Black Folks*
Week 4: Paul Laurence Dunbar; Marcus Garvey (anthology)
Week 5: Langston Hughes (anthology)
Week 6: Zora Neale Hurston, *Their Eyes Were Watching God*
Week 7: Richard Wright, *Native Son*
Week 8: James Baldwin, *Going to Meet the Man*
Week 9: Martin Luther King Jr. (anthology excerpts); Malcolm X, *Malcolm X Speaks*
Week 10: Amiri Baraka, *The Leroi Jones/Amiri Baraka Reader*
Week 11: Toni Morrison, *Sula*
Week 12: Spike Lee, *Do the Right Thing*
Week 13: Evie Shockley, *The New Black*

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 101

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

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

2. Rationale for change: This course was due for its six-year review. Revisions include reducing the number of learning outcomes from 18 to 6. The textbook has been updated to the current one adopted. The assessment methods were also updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The GERM courses do not contribute to a specific program and thus have no attached program learning outcomes, but they contribute to students' abilities to meet the ILOs as follows:

Course Learning Outcome	ILO
1. Read basic texts in German 2. Speak and write in German about such topics as family, friends, interests, hobbies, daily life, and personal opinions and tastes	Match with new ILO 1: Apply Knowledge and Competencies Proficiently. These outcomes contribute to students' ability to "access, organize, and examine written, oral, visual, and numerical information." In learning an additional language, students expand their ability to critically examine their first language while also expanding their ability to move within and across knowledge systems.

3. Engage in a variety of interactions with speakers of German, including greetings, introductions, telling time, descriptions of people, places and things	Match to new ILO 6: Contribute Locally and Globally. In meeting this outcome, students in this course will "make connections between course content and international […] issues. They contribute to and are productive participants in communities." Learning more about other cultures and communities allows the learners to become better functioning members of these communities.
4. Ask and answer basic questions in German	Match with new ILO 3: Communicate Effectively. Students "communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation."
5. Examine their own cultural background	Match with new ILO 2. Examine Critically and Holistically. Students use language-based literacy (identified in this ILO as one of the "multiple literacies") to pose questions and propose solutions.

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

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

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

   German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.

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

   The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

CWC comment and response:

- The GERM 101 learning outcomes mostly focus on specific skill-focused (reading, writing, speaking) competencies/tasks (e.g., "Read basic texts in German") but GERM 102 also includes linguistic knowledge learning outcomes. Pre-Check recommends maintaining consistency of both across the GERM course outlines. For example, all of the skills/competency focused outcomes could be stated first, followed by a more generic statement across all courses that covers linguistic knowledge. For example: "Use various German grammatical structures appropriately when answering questions or requesting information" and "Use new vocabulary and grammatical concepts in the imperative, the simple past and the present perfect tense" followed by "Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes."

Requested changes have been made.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2000
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 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.

Course Code and Number: GERM 101	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: German Language I
Course Short Title: German Language I

Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students develop active communication skills. Focus is on oral communication in a variety of everyday situations: narrating events in present tense, describing situations, expressing commands, making requests, giving advice, and expressing personal preferences in German.

Note: This course is equivalent to CEFR level A1.

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

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

Course Details

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

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

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	May 23, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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. Read basic texts in German.
2. Speak and write in German about such topics as family, friends, interests, hobbies, daily life, and personal opinions and tastes.
3. Engage in a variety of interactions with speakers of German, including greetings, introductions, telling time, descriptions of people, places and things.
4. Ask and answer basic questions in German.
5. Examine their own cultural background.
6. Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.

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

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

Details:

Assignments: 20%
- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%
- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students are involved in producing German from the very first class as they work to develop the four basic skills: listening, speaking, reading, and writing. Instruction includes grammatical explanations and group interaction. The online component is intended to improve students' pronunciation, comprehension and writing skills. Quizzes, chapter tests, and final exam include oral comprehension components.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Evans, Pude, & Specht	Menschen, A1.1, Hueber	2018
2.	Online resource	Menschen textbook free online resources	www.hueber.de/menschen/lernen:	
3.	Online resource	Quizlet with free vocabulary practice	https://quizlet.com/class/2759871/	

Course Content and Topics

- Greetings, farewells, alphabet, pronunciation
- Gender of nouns, definite and indefinite articles, subject pronouns, pronunciation
- Nominative versus accusative case, verbs "sein" and "haben"
- Word order in questions, statements; conjunctions, numbers
- Present indicative of regular verbs
- Forming questions using question words
- Talking about time and dates, present indicate of stem-changing verbs
- Present indicate tense used as future tense; negation
- Possessive adjectives
- Descriptive adjectives; modal verbs
- Modal verbs continued; the imperative
- Adverbs
- Separable and inseparable prefix verbs in present tense
- Final oral proficiency demonstration

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 102

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

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

2. Rationale for change: This course was due for its six-year review. Revisions include reducing the number of learning outcomes and streamlining them. The textbook has been updated to the current one adopted. The assessment methods were also updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The outcomes have been updated, but most of the changes are editorial and simply enhance the clarity. Some outcomes have been removed since they were represented within other higher-level outcomes already. The intent of the outcomes has not changed.

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

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

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

German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.

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

The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2000
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 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.

Course Code and Number: GERM 102	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: German Language II
Course Short Title: German Language II

Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students extend and solidify communication skills in German. They develop further basic oral and written communication skills through the study of vocabulary, grammar, and culture. Students progress simultaneously in each of the four language skills: listening, speaking, reading, and writing German.

Note: This course is equivalent to CEFR level A2.

Prerequisites (or NONE):	GERM 101 or assessment of the department.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

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

Course Details

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

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

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	May 23, 2024
Faculty Council approval		**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	December 13, 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 components of language (e.g. verbs, objects, prepositions).
2. Use various German grammatical structures appropriately when answering questions or requesting information.
3. Use new vocabulary and grammatical concepts in the imperative, the simple past and the present perfect tense.
4. Apply level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.
5. Review social media to understand and respond to ideas or comments with others.
6. Express preferences, daily routines, opinions, feelings, everyday events, and other topics primarily grounded in personal experience.
7. Write shorts texts dealing with everyday topics, such as a plans for work and leisure, an email describing activities in past summer, or requesting basic information.
8. Show awareness of social conventions and cultural values embedded in the target language.
9. Use the German language to participate in German communities at home and around the world.

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

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

Details:

Assignments: 20%
- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%
- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

An increased emphasis is placed on developing spoken German. The amount of German used in class is increased steadily, and by the end of the course, German becomes the primary language of instruction. The student-centered, communicative approach encourages and helps students to interact meaningfully in German. Instruction includes grammatical explanations and group interaction. Course material concentrates on the acquisition of vocabulary and grammatical skills enabling students to accurately communicate orally and in writing at a beginner's level in German. The online component is intended to improve students' pronunciation, comprehension and writing skills. Quizzes, chapter tests, and final exam include oral comprehension components.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Evans, Pude, & Specht	Menschen, A1.2, Hueber	2018
2.	Online resource	Menschen textbook free online resources	www.hueber.de/menschen/lernen:	
3.	Online resource	Quizlet with free vocabulary practice	https://quizlet.com/class/2759871/	

Course Content and Topics

- Review of nominative and accusative case
- Dative case, prepositions with dative case
- Regular verbs in Perfekt tense (past indicative tense)
- Dative pronouns; more Perfekt tense
- Two-way prepositions
- Regular verbs in simple past tense
- Coordinating and subordinating conjunctions
- Separable and inseparable prefix verbs in Perfekt tense
- Separable and inseparable prefix verbs in simple past tense
- More time expressions; infinitive phrases
- Comparatives and superlatives
- Genitive case
- Final oral proficiency demonstration

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 201

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

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

2. Rationale for change: As part of its six-year review, the course's outcomes were updated slightly. The changes are primarily editorial. The textbook and assessment methods have also been updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The outcomes have been updated, but most the changes are editorial and simply enhance the clarity by focusing on measurable verbs. The intent of the outcomes has not changed.

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

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
    German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge

will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.

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

The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values. In particular, the second-level German courses provide an enhanced and expanded discussion of culture and diversity.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1980
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 2030

<mark>Course outline form version: 26/01/2024</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GERM 201	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Intermediate German I: Composition Skills
Course Short Title: Int German I: Composition

Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students focus on the formal acquisition of the German language. They expand their basic linguistic skills through integrated and interactive practice in reading, writing, listening, and speaking. The course also promotes intercultural learning and the development of international awareness.

Prerequisites (or NONE):	GERM 102 or assessment of the department.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **Face-to-face only**

Typical Structure of Instructional Hours

		Course Details (cont.)
Lecture/seminar	45	Expected frequency: **Annually**
Supervised laboratory hours (language lab)	15	Maximum enrolment (for information only)**: 26**
		Prior Learning Assessment and Recognition (PLAR)
		PLAR is available for this course.
Total hours	**60**	

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	May 23, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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 level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.
2. Read complex texts and engage in complex conversations in German.
3. Communicate using the structural complexities of the German language (grammar).
4. Engage in a variety of everyday interactions with speakers of German.
5. Discuss recent history and current events, cultural differences, and opinions in German.
6. Use various tenses, including expressing wishes and regrets (subjunctive tenses).
7. Explain perspectives and worldviews common to the cultures and countries in which German is spoken.

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

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

Details:

Assignments: 20%
- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%
- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

The instruction format integrates a combination of lecture, question and answer sessions, whole-class participation, small group activities, and partner work. Learning success will depend on student participation in these class activities as well as the frequency and quality of the work performed outside of the classroom. Learning a foreign language requires on-going engagement with the material and students are expected to work on their own linguistic skills on a daily basis. The online Student Work Book provides an excellent tool for this purpose and regular online homework assignments are given for this purpose. The weekly seminar hour provides students with a forum to improve their speaking/comprehension/pronunciation skills by interacting with a German speaker.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Habersack, C.	Menschen A2.1, Hueber	2017
2.	Online resource	Textbook website	www.hueber.de/menschen/lernen	
3.	Online resource	Quizlet with free vocabulary exercises	https://quizlet.com/class/2759871/	
4.				
5.				

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

Optional: German-English/English-German Dictionary (e.g. Langenscheidt, Klett-Collins, etc.)

Course Content and Topics

- Cultural differences
- Storytelling
- Recent German history and current events
- Relationships
- Grammar: relative clauses and relative pronouns, reflexive verbs, simple past tense, passive voice, participles used as adjectives, present and past-time subjunctive, genitive prepositions

Memo for Course Changes

To: Linda Pardy, CACC

From: Alan Cameron, MOLA

Date: May 23, 2024

Subject: Proposal for revision of GERM 202

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

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

2. Rationale for change: As part of its six-year review, the course's calendar description and outcomes were updated and expanded upon to differentiate this course from GERM 201. The textbook and assessment methods have also been updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The outcomes have been updated, with most changes being editorial. The general intent of the outcomes has not changed, but more emphasis has been placed on analyzing and discussing German culture in the context of other cultures, particularly Canadian and Indigenous cultures. The outcomes as written do more to help students meet the new ILOs 5: Engage with Indigenous Knowledge Systems and 6: Contribute Locally and Globally.

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

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

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

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

German language courses will include a land acknowledgement on the syllabi. Land acknowledgements will take place before experiential learning activities. Indigenous knowledge will be referenced when appropriate. For example, students will be encouraged to partake in activities related to the National Day for Truth and Reconciliation.

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

The textbook for this course is chosen because it is very inexpensive and is accompanied by robust, free online resources. These features allow students the financial freedom to take this course and to be supported via self-paced and online materials, which are more easily adapted for differing abilities. The course assessments are given in a variety of modalities to ensure students have opportunities to show their achievement of outcomes in a modality that better matches their learning preferences. The course topics promote discussion of diversity in the examination of the students' own worldviews and comparison with German culture and values. In particular, the second-level German courses provide an enhanced and expanded discussion of culture and diversity.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The tutorial hours are scheduled in the language lab.

9. Estimate of the typical costs for this course, including textbooks and other materials: $35 for textbook

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1980
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 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.

Course Code and Number: GERM 202	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Intermediate German II: Language and Culture
Course Short Title: Int German II: Lang & Culture

Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students continue to focus on the formal acquisition of the German language. They expand their linguistic skills through integrated and interactive practice in reading, writing, listening, and speaking with a particular focus on advanced skills and popular German culture. The course also promotes intercultural learning and development of an international awareness by comparing German culture to Canadian and Indigenous cultures.

Prerequisites (or NONE):	GERM 201 or assessment of the department.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses / Course Details

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	May 23, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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 level- and task-appropriate knowledge of grammar and vocabulary to achieve a range of communicative purposes.
2. Analyze complex texts in German.
3. Communicate effectively in long conversations in German.
4. Deliver narrative descriptions and statements of opinion related to current German music, tourism, and fashion.
5. Discuss topics of general interest.
6. Ask and answer questions appropriate to context and situation.
7. Compare contemporary German culture with Canadian and Indigenous cultures.

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

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

Details:

Assignments: 20%
- Class participation and preparation, includes homework assignments and chapter assessments (10%)
- Seminar/lab activities (5%)
- Writing assignment (5%)

Quizzes/tests: 50%
- Vocabulary quizzes (4 quizzes) (10%)
- Test I: chapter test/midterm test (20%)
- Test II: in-class writing assignment (10%)
- Oral proficiency test (10%)

Final examination: 30%

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

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

The instruction format integrates a combination of lecture, questions and answer sessions, whole-class participation, small group activities and partner work. Learning success will depend on student participation in these class activities as well as the frequency and quality of the work performed outside of the classroom. Learning a foreign language requires on-going engagement with the material and students are expected to work on their own linguistic skills on a daily basis. The weekly seminar hour provides students with a forum to improve their speaking/comprehension/pronunciation skills by interacting with a German speaker.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Habersack, C.	Menschen, A2.1, Hueber	2017
2.	Online resource	Textbook website	www.hueber.de/menschen/lernen	
3.	Online resource	Quizlet with vocabulary resources	https://quizlet.com/class/2759871/	
4.				
5.				

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

Optional: German-English/English-German Dictionary (e.g. Langenscheidt, Klett-Collins, etc.)

Course Content and Topics

- German economy and environment
- Multicultural societies: comparison with Canada and the experiences of Indigenous peoples
- Music
- Tourism
- Fashion
- Grammar: negation, conjunctions, prepositions, comparisons, present and past participles, passive voices, present and past subjunctive tenses

Memo for Course Changes

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

Samantha Hannah, Chair, Undergraduate Education Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 13, 2024

Subject: Discontinuation of CRIM 281 and CRIM 480

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: Coming out of our recent program review, we are implementing various program changes. One of these changes is that practicum (or alternative electives) is no longer required for those who meet the pre-requisites. For students who are interested in practicum, they will be directed to the opportunities provided in the College of Arts (e.g., AIS 280, AIS 380, AIS 480). The practicum options through the College of Arts give students more flexibility, are better able to accommodate student schedules, and include more enhanced learning outcomes and instructional activities in addition to onsite work hours.

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)? The Associate Dean, Students was part of the program review action plan subcommittee focused on practicum changes. This subcommittee reviewed ArtsWorx and the related courses. The recommendation was presented to faculty in the School of Criminology and Criminal Justice at its March 2024 department meeting and there was support for this change.

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

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

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

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

Memo for Program Changes

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

         Samantha Hannah, Chair, Undergraduate Education Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 13, 2024

Subject: Bachelor of Arts (Criminal Justice) Degree

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

    ☐ Program revision that requires new resources

    ☒ Addition of new course options or deletion or substitution of a required course

    ☐ Change to the majority of courses in an approved program

    ☐ Change to the duration, philosophy, or direction of a program

    ☐ Addition of a new field of specialization, such as a concentration

    ☐ Change in requirements for admission

    ☐ Change in requirements for residency or continuance

    ☐ Change in admission quotas

    ☐ Change which triggers an external review

    ☐ Deletion of a program not included in the Program Discontinuance policy

    ☐ Other – Please specify:

2. Rationale for change(s):

    As part of our recent program review, the School of Criminology and Criminal Justice is proposing various changes to ensure our degree remains relevant, provides students with the necessary knowledge and skills to be successful post-graduation, and facilitates principles of Indigenization, equity, diversity, and inclusion. First, to ensure appropriate foundational knowledge in the criminal justice system, students are required to take two core courses from the following options: CRIM 240 (Comparative Criminal Justice Systems), CRIM 250 (Customs and Immigration Law), CRIM 251 (Law Enforcement in Canada), and CRIM 252 (Corrections in Canada). Second, to ensure stronger development in institutional learning outcomes related to self-reflective learning, leadership, professional practices, and regional and global contributions, students are required to take two courses from the following options: CRIM 335 (Justice and Human Rights), CRIM 410o (Hate Crimes), CRIM 410q (International Crimes), CRIM 410r (Illicit Network Analysis), and CRIM 419 (Victimology). Third, to provide students with more flexibility, and accommodate professional and personal responsibilities, and developing relevant educational and learning outcomes, practicum (CRIM 281 and CRIM 480 or alternative electives) will no longer be required for those who meet the pre-requisites. Instead, students will have the opportunity to take practicum through the College of Arts (e.g., AIS 280, AIS 380, AIS 480). To further facilitate professional skill and career development, students will be required to take one of the following: AIS 380 (Practicum/Internship I), AIS 399 (Professional Practices II), or CRIM 479 (Professional Practice). Fourth, to better prepare students for

problem solving and critical analysis, and broaden their interdisciplinary knowledge, we have added additional breadth requirements, including ECON 100 (Principles of Microeconomics) as an option, and one of ANTH 211 (Aboriginal Peoples in BC), HIST 103 (Stó:lō History), HIST 227 (History of Indigenous-Newcomer Relations in Canada), IPK 102 (Introduction to Indigenous Peoples Knowledge), IPK 105 (Introduction to Stó:lō People and Communities), or IPK 205 (Stó:lō Social and Governing Structures). Lastly, to clarify and update our Arts elective and Science elective requirements, the options have been expanded to align with the Bachelor of Arts degree.

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?

   Our courses are currently going through their six-year review cycle and as part of updating each course, a specific learning outcome related to Indigenization will be included. In addition, readings and course materials have been updated to reflect Indigenous scholars and perspectives. Lastly, to increase students' understanding and skills in respectful and professional practices, we have included a breadth requirement whereby students must take a course outside of CRIM that focuses on Indigenous content and issues.

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

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

   N/A; there has been no change to the number of credits required to complete the program.

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

   There is a reduction in the number of core course credits from 54 credits to 51 credits, an increase in the number of breadth requirement credits from 31-32 to 33-35 credits, and a potential decrease in the number of elective course credits from 36 to 34-36 credits. This will not have an effect on the total number of courses offered by the School.

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.)

   For core courses whereby students have choice in their selection, we have the capacity to respond to changes in course offerings by adjusting faculty and sessional workloads and/or hiring additional sessional instructors.

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.

   Email confirmations and support from the various department heads/Directors for the additional breadth course requirements have been provided to CACC and the UEC Pre-Check Subcommittee.

Since students will be given options for completing these requirements, we don't anticipate additional enrolment or budgetary pressures on the other departments/Schools.

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.

Please refer to the attached memo from the Dean.

CWC comment and response:

- CECE would like to request the addition of COOP 110 as an option for students in the degree program, i.e., added to the list of courses that offer work experience and/or professional practice. This will provide students an option of an in-depth, immersive work experience (420 hours) in the field. Students should also be aware that they can take COOP 120 and COOP 130 which allows them to graduate with the Co-operative Education designation.

  We already advertise co-op opportunities to our students and those who have room in their program plan are able to enrol in these courses. Therefore, we don't feel it's necessary to include it as an option in one of our breadth requirements. In addition, this breadth requirement is limited to 3 credits and COOP 110 is 6 credits. The number of work experience hours is also an obstacle for many of our students and one of the reasons we're discontinuing CRIM 281 and CRIM 480 is because students find it difficult to balance the required 200 hours with other coursework and their personal responsibilities. We'll continue to make sure our students are aware of the co-op opportunities through CECE.

Bachelor of Arts (Criminal Justice) degree

A four-year, 121- or 122-credit degree program which provides for advanced study beyond the Criminal Justice diploma program. The degree program enables students to acquire a liberal arts orientation and develop the research skills, knowledge base, and analytical ability necessary for graduate studies and advanced career opportunities in the criminal justice field. This program will be of interest to people already working in the criminal justice field who wish to expand their knowledge and skillsseek supervisory positions, and to those who ultimately seek careers in the areas of criminal investigation, national security, evaluation research, crime prevention, criminal analysis, dispute resolution, offender case management (including probation and parole), and criminal law.

Entrance requirements

Notice to applicants:

All applicants must be willing to undergo a criminal record check. Please see the **Criminal record check** section below.

1. Normally, applicants admitted will be required to attend an orientation session prior to their first semester of attendance. Students will be advised of the schedule.

Option 1: Secondary school (for students with secondary school graduation only)

B.C. secondary school graduation or equivalent with:

1. A minimum grade of B in English Studies 12 or English First Peoples 12 (see Note) with a minimum grade of B.
2. A minimum of a B average in tTwo additional **Approved Grade 12 courses**.
3. Minimum B average calculated on English Studies 12 or English First Peoples 12 (see Note) and the two best **Approved Grade 12 courses**.

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

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

The BA (Criminal Justice) program is in high demand. The following are the minimum requirements for consideration of entry into the degree program. Students who do not meet these ~~minimum~~ requirements for the degree program might consider enrolling in either the **Criminal Justice diploma** or **Qualifying Studies**, depending on their CGPA or secondary school requirements.

1. Applicants with 1-14 university~~transferable~~ credits must meet the high school admission requirements above and present a minimum CGPA of 3.00 on all attempted transferable courses.
2. Applicants with 15-29 university~~transferable~~ credits must present a minimum CGPA of 2.67 on all attempted university~~transferable~~ courses.
3. Applicants with 30 or more university~~transferable~~ credits must present a minimum CGPA of 2.50 on all attempted university~~transferable~~ courses.
4. 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.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see **Specific intake application process**.

How to apply

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

Additional documents required for a complete application:

- o Official transcripts (or interim transcripts) from all post-secondary institution<u>s</u> attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.

2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.
3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due by the end of the first week in August for the September intake.

Basis for admission decision

Direct entry from secondary school

There are a limited number of seats available in the Criminology and Criminal Justice degree program. Acceptance into the Criminology and Criminal Justice degree program will be determined through a first-come first-serve<u>d</u> basis, assuming entrance requirements are met <u>and</u> ~~. Applicants who meet the entrance requirements will be admitted~~ in order of their application date. Th<u>~~is~~</u> <u>application</u> date is set when ~~an application,~~ all required documentation~~,~~ and the application fee have been submitted.

Second-year entry from university

There are a limited number of seats available in the Criminology and Criminal Justice degree program. Acceptance into the Criminology and Criminal Justice

degree program will therefore be determined through a competitive process that evaluates cumulative GPA.

~~Criminal record check~~

~~Upon admission to the Bachelor of Arts (Criminal Justice) program, and in accordance with the B.C. Government's Criminal Records Review Act, UFV requires all students who participate in a practicum to pass a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website. Students will be notified with this is required.~~

Fees and additional costs

See the **Fees and Other Costs** section. Books and additional supplies cost approximately $100–200 per course.

Program duration

The Bachelor of Arts (Criminal Justice) program can be completed in four years of full-time study, if~~with~~ students tak~~e~~ing 10 courses per calendar year.

~~The normal university year is from September through April, with 15–18 credits required in each of the Fall and Winter semesters. Students enrolled in field practicum in either the Fall or Winter (normally requiring two full days per week) would normally take nine credits in addition to the practicum. Occasionally, courses are challenged for credit, making it possible to complete the program more quickly. Mastery of course objectives must be demonstrated in order to successfully challenge a course; contact the School of Criminology and Criminal Justice for further information.~~

Program outline

The Bachelor of Arts (Criminal Justice) degree program consists of 5~~1~~4 credits of CRIM core requirements, 3~~31~~-35~~2~~ credits of breadth requirements, and 34-36 credits of CRIM and non-CRIM elective courses.

Core courses: 5~~1~~4 credits

Course	Title	Credits
CRIM 100	Introduction to Criminology	3
CRIM 103	Introduction to the Criminal Justice System	3
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	3
CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	3
CRIM 135	Introduction to Canadian Law and Legal Institutions	3
CRIM 220	Research Methods in Criminology	3
CRIM 230	Criminal Law	3
CRIM 265	Problem Management Skills for Criminal Justice Interventions	3
Two of:		6
CRIM 240	Comparative Criminal Justice Systems	
CRIM 250	Customs and Immigration Law	
CRIM 251	Law Enforcement in Canada	
CRIM 252	Corrections in Canada	
~~CRIM 281~~	~~Practicum I~~	~~6~~
CRIM 310	Advanced Theoretical Perspectives	3
CRIM 311	Diversity, Crime, and Criminal Justice in Canada	3
CRIM 320	Quantitative Research Techniques	3
CRIM 321	Qualitative Research Methods	3
Two of:		6
CRIM 335	Justice and Human Rights	
CRIM 410o	Hate Crimes	
CRIM 410q	International Crimes: Local, Regional and International Responses	
CRIM 410r	Illicit Network Analysis	
CRIM 419	Victimology	
CRIM 450	Social Policy Analysis	3

CRIM 479	Professional Practice	3
CRIM 480	Field Work Practicum	6

Breadth requirements: 3~~3~~1-3~~5~~2 credits

Course	Title	Credits
~~BUS 203~~	~~Organizational Behaviour~~	~~3~~
CMNS 125	Communicating Professionally to Academic and Workplace Audiences (see Note 1)	3
or ENGL 105	Academic Writing	
Three of:		9
ECON 100	Principles of Microeconomics	
POSC 110	Introduction to Canadian Politics	~~3~~
PSYC 102	Introduction to Psychology II (see Note 2)	~~3~~
SOC 101	Introductory Sociology	~~3~~
One of:		3
ANTH 211	Aboriginal Peoples in BC: Contemporary Issues	
HIST 103	Stó:lō History	
HIST 227	History of Indigenous-Newcomer Relations in Canada	
IPK 102	Introduction to Indigenous Peoples Knowledges	
IPK 105	Introduction to Stó:lō People and Communities	
IPK 205	Stó:lō Social and Governing Structures	
One of: (see Note 3)		3
CMNS 235	Public Speaking	
CMNS 251	Professional Report Writing	
CMNS 280	Team and Small Group Communication for the Workplace	
ENGL 210	The Art of the Essay	
SOC 254	Writing for the Social Sciences	
One of: (see Note 3)		3
AIS 108	Academic Literacy I (formerly CSM 108)	
PHIL 100	Reasoning: An Introduction to Critical Thinking	
PHIL 110	Introduction to Ethics and Moral Problems	
PHIL 120	Knowledge and Reality	
One of:		3–4
STAT 104	Introductory Statistics	
STAT 106	Statistics I	

PSYC 110	Applied Statistical Analysis in Psychology	
One of:		**3**
AIS 380	Practicum	
AIS 399	Professional Practices II	
CRIM 479	Professional Practices	
Plus:		
Arts elective: Any 100-level or higher course from Humanities or Social Sciences, excluding CRIM ~~AH, ENGL, FILM, HIST, MOLA, THEA, PHIL, or VA course~~		3
Science elective: Any 100-level or higher BIO, CHEM, or PHYS course, or ASTR 101, ASTR 103, ASTR 104, GEOG 103, GEOG 105, GEOG 111, ~~or~~ GEOG 116, KIN 163, or KIN 170 (see Note 4)		3-4

Note 1: It is recommended that students complete the first writing requirement (CMNS 125 or ENGL 105) within the first 30 credits of the program.

Note 2: Students who have successfully completed PSYC 101 prior to acceptance do not need to complete PSYC 102.

Note 3: It is recommended that students complete the critical thinking requirement (AIS 108, PHIL 100, PHIL 110, or PHIL 120) and second oral/writing requirement (CMNS 235, CMNS 251, CMNS 280, ENGL 210, or SOC 254) within the first 60 credits of the program.

Note 4: It is recommended that students complete the science requirement in the first two years of the program.

Elective requirements: 34-36 credits

- A minimum of 12 credits must be taken outside of CRIM.
- At least one elective must be selected from the following list: CRIM 210, CRIM 211, CRIM 212, CRIM 213, CRIM 214, CRIM 215, CRIM 216, CRIM 240, CRIM 250, CRIM 251, CRIM 252, CRIM 330, CRIM 335, CRIM 400, CRIM 402, CRIM 403, CRIM 410, CRIM 411, CRIM 412, CRIM 414, CRIM 416, CRIM 418, CRIM 419.
- The remaining credits may be taken from any discipline 100-level and higher.

- At least 21 credits must be upper-level.

Note: Students should plan their lower-level electives to ensure they will have the necessary prerequisites for the required upper-level non-criminology electives.

Practicum regulations

Criminal Record Check

UFV requires all students who participate in practicum to complete a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website. Students will be notified when this is required.

Acceptance into the Criminal Justice diploma or the BA (Criminal Justice) degree program does not guarantee practicum placement.

The prerequisites for placement in **CRIM 281** are:

- Minimum CGPA of 2.67;
- CRIM 100, CRIM 103, CRIM 104, and CRIM 105;
- CRIM 265 with a grade of C+ or better;
- CMNS 125 or ENGL 105;
- The ability to pass a criminal record check; and
- Departmental approval.

The prerequisites for **CRIM 479** are:

- Minimum CGPA of 2.67;
- CRIM 310, CRIM 311, CRIM 320, and CRIM 321; and
- Departmental approval.

The prerequisites for placement in **CRIM 480** are:

- Minimum CGPA of 2.67;

- CRIM 479 with a grade of B- or better;
- The ability to pass a criminal record check; and
- Departmental approval.

Students must complete 200 hours of practicum work in each of CRIM 281 and CRIM 480.

Bachelor of Arts (Criminal Justice) students who do not meet the prerequisites for the second-year practicum must take two additional 200-level CRIM electives from the list below in place of CRIM 281. Students who do not meet the prerequisites for the fourth-year practicum must take three upper-level CRIM electives from the list below in place of CRIM 479 and CRIM 480.

Students who did not qualify for CRIM 281 but subsequently qualify for CRIM 480 must complete CRIM 480.

200-level electives

Course	Title	Credits
One of:		3
CRIM 210	Youth Crime and Youth Justice System in Canada	-
CRIM 211	Indigenous Peoples, Crime, and Criminal Justice	-
CRIM 212	Women, Crime, and Criminal Justice	-
CRIM 215	Theory and Practice of Restorative Justice	-
One of:		3
CRIM 214	Selected Topics in Crime and Criminal Justice	-
CRIM 216	Psychopathy and the Criminal Justice System	-
CRIM 240	Comparative Criminal Justice Systems	-
CRIM 250	Customs and Immigration Law	-
CRIM 251	Law Enforcement in Canada	-
CRIM 252	Corrections in Canada	-

Upper-level electives

Course	Title	Credits

One of:		3
CRIM 330	Criminal Procedure and Evidence	-
CRIM 335	Justice and Human Rights	-
CRIM 339	Professional Ethics in Criminal Justice	-
Two of:		6
CRIM 400	Terrorism	-
CRIM 402	Mental Disorder and Crime	-
CRIM 403	Advanced Studies in Youth Crime and Justice	-
CRIM 410	Selected Topics in Crime and Criminal Justice	-
CRIM 412	Organized Crime	-
CRIM 414	Intervention Techniques in Corrections	-
CRIM 416	Media, Crime, and Criminal Justice	-
CRIM 418	Techniques of Crime Prevention	-
CRIM 419	Victimology	-

The Career Development Coordinator will work collaboratively with each student to identify practicum sites that respond to individual learning interests and that provide criminal justice learning opportunities. Practicum placements are competitive and students should meet with the Career Development Coordinator early in the Winter semester to discuss options for Fall placement, and early in the Fall semester to discuss options for Winter placement.

Practicums are offered throughout the region of the Fraser Valley and Metro Vancouver, although other placement sites may be considered. Students are responsible for transportation to and from practicum sites. Students are also responsible for maintaining suitable personal appearance.

The BA (Criminal Justice) degree program must approve any agency or institution that provides placements for student practicums, and reserves the right to change any placement assigned to a student. Students have the right to be informed in writing of the reasons for any change in placement. While the program accepts the responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept that particular student.

Memo for Program Changes

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

          Samantha Hannah, Chair, Undergraduate Education Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 13, 2024

Subject: Criminal Justice Diploma

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

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

2. Rationale for change(s):

    As part of our recent program review, the School of Criminology and Criminal Justice is proposing various changes to ensure our degree remains relevant, provides students with the necessary knowledge and skills to be successful post-graduation, and facilitates principles of Indigenization, equity, diversity, and inclusion. First, to ensure appropriate foundational knowledge in the criminal justice system, students are required to take two core courses from the following options: CRIM 240 (Comparative Criminal Justice Systems), CRIM 250 (Customs and Immigration Law), CRIM 251 (Law Enforcement in Canada), and CRIM 252 (Corrections in Canada). Second, to provide students with more flexibility, and accommodate professional and personal responsibilities, and developing relevant educational and learning outcomes, practicum (CRIM 281 or alternative electives) will no longer be required for those who meet the pre-requisites. Instead, students will have the opportunity to take practicum through the College of Arts (e.g., AIS 280). Lastly, to better prepare students for problem solving and critical analysis, and broaden their interdisciplinary knowledge, we have added additional breadth requirements, including ECON 100 (Principles of Microeconomics) as an option, and one of ANTH 211 (Aboriginal Peoples in BC), HIST 103 (Stó:lō History), HIST 227 (History of Indigenous-Newcomer Relations in Canada), IPK 102 (Introduction to Indigenous Peoples Knowledge), IPK 105 (Introduction to Stó:lō People and Communities), or IPK 205 (Stó:lō Social and Governing Structures).

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?

   Our courses are currently going through their six-year review cycle and as part of updating each course, a specific learning outcome related to Indigenization will be included. In addition, readings and course materials have been updated to reflect Indigenous scholars and perspectives. Lastly, to increase students' understanding and skills in respectful and professional practices, we have included a breadth requirement whereby students must take a course outside of CRIM that focuses on Indigenous content and issues.

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

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

   N/A; there has been no change to the number of credits required to complete the program.

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

   There is no change in the number of core course credits (30 credits), an increase in the number of breadth course credits from 18 credits to 21 credits, and a decrease in the number of elective course credits from 12 credits to 9 credits. This will not have an effect on the total number of courses offered by the School.

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.)

   For core courses whereby students have choice in their selection, we have the capacity to respond to changes in course offerings by adjusting faculty and sessional workloads and/or hiring additional sessional instructors.

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.

   Email confirmations and support from the various department heads/Directors for the additional breadth course requirements have been provided to CACC and the UEC Pre-Check Subcommittee. Since students will be given options for completing these requirements, we don't anticipate additional enrolment or budgetary pressures on the other departments.

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.

    Please refer to the attached memo from the Dean.

Criminal Justice diploma

A ~~two-year, 60-credit~~ diploma program designed to prepare students for front-line/entry-level jobs in the criminal justice field. The diploma program consists of a combination of theoretical and skill development courses, and will be of interest to people who wish to pursue career paths that lead into~~become~~ (for example) police officers, correctional officers, immigration officers, customs inspectors, youth workers, administrative legal assistants, security guards, conservation officers, bylaw enforcement officers, community service order officers, or sheriff's officers.

Entrance requirements

~~Notice to applicants:~~

~~All applicants must be willing to undergo a criminal record check. Please see the **Criminal record check** section below.~~

1. ~~Normally, applicants admitted will be required to attend an orientation session prior to their first semester of attendance. Students will be advised of the schedule.~~

Option 1: Secondary school (for students with secondary school graduation only)

B.C. secondary school graduation or equivalent with:

1. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) ~~with a minimum grade of C+~~.
2. A minimum of a C+ average on t~~T~~wo additional **Approved Grade 12 courses**.
3. ~~Minimum C+ average calculated on English Studies 12 or English First Peoples 12 (see Note) and the two best **Approved Grade 12 courses**~~.

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

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

1. Applicants with less than 15 university~~transferable~~ credits must meet the high school admission requirements above and present a minimum CGPA of 2.00 on all attempted transferable courses.
2. Applicants with 15 or more university~~transferable~~ credits will be admitted on the basis of their post-secondary credits. A minimum CGPA of 2.00 on all attempted university~~transferable~~ courses is required.
3. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

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

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see **Specific intake application process**.

How to apply

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

   ### Additional documents required for a complete application:

- o Official transcripts (or interim transcripts) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.
3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due by the end of the first week in August for the September intake.

Basis for admission decision

There are a limited number of seats available in the Criminology and Criminal Justice diploma program. Acceptance into the Criminology and Criminal Justice diploma program will be determined through a first-come first-served basis, assuming entrance requirements are met and . Applicants who meet the entrance requirements will be admitted in order of their application date. The~~is~~ application date is set when ~~an application,~~ all required documentation~~,~~ and the application fee have been submitted.

Criminal record check

Upon admission to the Criminal Justice diploma program and in accordance with the B.C. government's Criminal Records Review Act, UFV requires all students who participate in a practicum to pass a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website. Students will be notified when this is required.

Fees and additional costs

See the **Fees and Other Costs** section. Books and additional supplies cost approximately $100–200 per course.

Program duration

The Criminal Justice diploma can be completed in~~is~~ two years of full-time study, if students take 10 courses per calendar year~~in duration~~.

~~The normal university year is from September through April, with 15–18 credits required in each of the Fall and Winter semesters. Students enrolled in field practicum in either the Fall or Winter semester (normally requiring two full days per week) would normally take nine credits in addition to the practicum. Occasionally, courses are challenged for credit, making it possible to complete the program more quickly. Mastery of course objectives must be demonstrated in order to successfully challenge a course; contact the School of Criminology and Criminal Justice for further information.~~

Program outline

The Criminal Justice diploma program consists of 30 credits of CRIM core requirements, 21 credits of breadth requirements, and 9 credits of CRIM and non-CRIM elective courses.

Core courses: 30 credits

Course	Title	Credits
CRIM 100	Introduction to Criminology	3
CRIM 103	Introduction to the Criminal Justice System	3
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	3
CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	3
CRIM 135	Introduction to Canadian Law and Legal Institutions	3

CRIM 220	Research Methods in Criminology	3
CRIM 230	Criminal Law	3
CRIM 265	Problem Management Skills for Criminal Justice Interventions	3
Two of:		6
CRIM 240	Comparative Criminal Justice Systems	
CRIM 250	Customs and Immigration Law	
CRIM 251	Law Enforcement in Canada	
CRIM 252	Corrections in Canada	

Breadth requirements: 21 credits

Course	**Title**	**Credits**
CMNS 125	Communicating Professionally to Academic and Workplace Audiences (see Note 1)	3
or ENGL 105	Academic Writing	
Three of:		9
ECON 100	Principles of Microeconomics	
POSC 110	Introduction to Canadian Politics	
PSYC 102	Introduction to Psychology II (see Note 2)	
SOC 101	Introductory Sociology	
One of:		3
ANTH 211	Aboriginal Peoples in BC: Contemporary Issues	
HIST 103	Stó:lō History	
HIST 227	History of Indigenous-Newcomer Relations in Canada	
IPK 102	Introduction to Indigenous Peoples Knowledges	
IPK 105	Introduction to Stó:lō People and Communities	
IPK 205	Stó:lō Social and Governing Structures	
One of:		3
AIS 108	Academic Literacy I (formerly CSM 108)	
PHIL 100	Reasoning: An Introduction to Critical Thinking	
PHIL 110	Introduction to Ethics and Moral Problems	
PHIL 120	Knowledge and Reality	
One of:		3
CMNS 235	Public Speaking	
CMNS 251	Professional Report Writing	

CMNS 280	Team and Small Group Communication for the Workplace	
ENGL 210	The Art of the Essay	
SOC 254	Writing for the Social Sciences	

Note 1: It is recommended that students complete the first writing requirement (CMNS 125 or ENGL 105) within the first 30 credits of the program.

Note 2: Students who have successfully completed PSYC 101 prior to acceptance do not need to complete PSYC 102.

Elective requirements: 9 credits

- A minimum of 3 credits must be taken outside of CRIM.
- At least one elective must be selected from the following list: CRIM 210, CRIM 211, CRIM 212, CRIM 213, CRIM 214, CRIM 215, CRIM 216.
- The remaining credits may be taken from any 200-level discipline.

Semester I

Course	Title	Credits
CRIM 100	Introduction to Criminology	3
CRIM 103	Introduction to the Criminal Justice System	3
CMNS 125	Communicating Professionally to Academic and Workplace Audiences (see Note 1)	3
or ENGL 105	Academic Writing	

SOC 101	Introductory Sociology	3
One of: (see Note 2)		3
AIS 108	Academic Literacy I (formerly CSM 108)	-
PHIL 100	Reasoning: An Introduction to Critical Thinking	-
PHIL 110	Introduction to Ethics and Moral Problems	-
PHIL 120	Knowledge and Reality	-

Note 1: It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) degree complete the first writing requirement (CMNS 125 or ENGL 105) within the first 30 credits of the program.

Note 2: It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) degree complete the critical thinking requirement (AIS 108, PHIL 100, PHIL 110, or PHIL 120) within the first 60 credits of the program.

Semester II

Course	Title	Credits
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	3
CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	3
CRIM 135	Introduction to Canadian Law and Legal Institutions	3
PSYC 102	Introduction to Psychology II (see Note 1)	3
Plus:	Any 200-level CRIM elective (see Note 2)	3

Note 1: Students who have successfully completed PSYC 101 prior to acceptance do not need to complete PSYC 102.

Note 2: Students cannot use CRIM 201, CRIM 202, or CRIM 203 as their 200-level CRIM elective.

Semester III

Course	Title	Credits
CRIM 265	Problem Management Skills for Criminal Justice Interventions	3
Plus:	Any 100-level or higher CRIM or non-CRIM course	3
Plus:	Any 200-level or higher CRIM or non-CRIM course	3
POSC 110	Introduction to Canadian Politics	3
One of: (see Note)		3
CMNS 235	Public Speaking	-
CMNS 251	Professional Report Writing	-
CMNS 280	Team and Small Group Communication for the Workplace	-
ENGL 210	The Art of the Essay	-
SOC 254	Writing for the Social Sciences	-

Note: It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) degree complete the second oral/writing requirement (CMNS 235, CMNS 251, CMNS 280, ENGL 210, or SOC 254) within the first 60 credits of the program.

Semester IV

Course	Title	Credits
CRIM 220	Research Methods in Criminology	3
CRIM 230	Criminal Law	3
CRIM 281	Practicum I (or two-course option; see Practicum regulations section below for details)	6
Plus:	Any 200-level CRIM course	3

Note 1: It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) degree complete the science requirement in the first two years of the program.

Note 2: Students should plan their lower-level electives to ensure they will have the necessary prerequisites for the required upper-level non-criminology electives if continuing onto the Bachelor of Arts (Criminal Justice) degree.

Practicum regulations

Criminal Record Check

UFV requires all students who participate in practicum to complete a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website. Students will be notified when this is required.

Acceptance into the Criminal Justice diploma program or the BA (Criminal Justice) does not guarantee practicum placement.

The prerequisites for placement in **CRIM 281** are:
- Minimum CGPA of 2.67;
- CRIM 100, CRIM 103, CRIM 104, and CRIM 105;
- CRIM 265 with a grade of C+ or better;
- CMNS 125 or ENGL 105;
- The ability to pass a criminal record check; and
- Departmental approval.

Students must complete 200 hours of practicum work in CRIM 281.

Criminal Justice diploma students who meet these requirements must complete CRIM 281 for the diploma. Students who do not meet the requirement for CRIM 281 must take two additional 200-level CRIM electives from the list below in place of CRIM 281.

200-level electives

Course	Title	Credits
One of:		3
CRIM 210	Youth Crime and Youth Justice System in Canada	-
CRIM 211	Indigenous Peoples, Crime, and Criminal Justice	-
CRIM 212	Women, Crime, and Criminal Justice	-
CRIM 215	Theory and Practice of Restorative Justice	-
One of:		3
CRIM 214	Selected Topics in Crime and Criminal Justice	-
CRIM 216	Psychopathy and the Criminal Justice System	-
CRIM 240	Comparative Criminal Justice Systems	-
CRIM 250	Customs and Immigration Law	-
CRIM 251	Law Enforcement in Canada	-
CRIM 252	Corrections in Canada	-

The Career Development Coordinator will work collaboratively with each student to identify practicum sites that respond to individual learning interests and that provide criminal justice learning opportunities. Practicum placements are competitive and students should meet with the Career Development Coordinator early in the Winter semester to discuss options for Fall placement, and early in the Fall semester to discuss options for Winter placement.

Practicums are offered throughout the region of the Fraser Valley and Metro Vancouver, although other placement sites may be considered. Students are responsible for transportation to and from practicum sites. Students are also responsible for maintaining suitable personal appearance.

The Criminal Justice diploma program must approve any agency or institution that provides placements for student practicums, and reserves the right to change any placement assigned to a student. Students have the right to be informed in writing of the reasons for any change in placement. While the program accepts the responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept that particular student.

Memo for Course Changes

To: CACC

From: (Department head or Chair of Program Working Group)

Date: March 22, 2024

Subject: Proposal for revision of GDS 100

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: de-crosslisting the course from GEOG.

2. Rationale for change: This course was due for revision on Feb. 2023. We have made some changes to ensure that the course serves the needs of students entering the GDS program as a solid introduction to global development studies, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning. We have also requested that this course no longer be cross-listed with GEOG as it is meant to serve the needs of GDS and BA students.

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

GDS Program LOs	Course LOs	New ILOs (July 2024)
-Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice.	-Describe ideas, theories, approaches, and actors in the study and practice of global development.	1, 2, 3, 5,
-Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.	-Articulate the interconnectedness of global and local dimensions of development, and the important role of youth as global citizens and changemakers. -Identify contemporary global development issues, inequalities, and injustices that affect populations around the world.	2, 5, 6, 7, 8
-Engage in debates, dialogue, and action related to social justice and global development	-Apply a critical lens to the workings, approaches, and impacts of the global development aid sector. -Assess the nature, causes, and impacts of key development issues around the world.	2, 3, 4, 6, 7, 8
-Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development	- Evaluate the relevance and impacts of changes in the conceptualization and practice of development.	2, 5, 6, 7, 8

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? It is in a basket of courses for the GEOG Major program. However, it is listed as GDS 100/GEOG 109, so dropping the GEOG cross-listing will not prevent GEOG students from taking the course – they will just take it as GDS 100.

5. Which program areas have been consulted about the change(s)? GEOG and the Faculty of Science have been consulted about the de-crosslisting and revision of GDS 100. Attach emails.

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

   By examining how populations around the world have been impacted by development interventions, development actors, injustices, and inequalities, global Indigenous populations will be thoroughly discussed. Indigenous communities in Canada will be discussed in the context of local development issues, inequalities, and injustices in Canada.

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

    This course specifically addresses the exclusion of marginalized groups from global development, as well as the evolution of the development aid sector that has led to the prioritization of decolonial, anti-racist, inclusive, and equitable approaches to social justice and development. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $0. While a course textbook is listed in the revised course outline, this book is already available to all students through the UFV library as an e-book. Other course materials that may be provided will be provided to students on Blackboard with no cost.

CWC comment and response:

•   Learning outcomes seem ambitious for a first-year course with no prerequisites. Can some additional explanation be provided? This is likely to prompt some discussion at UEC.

Students in GDS 100 are introduced to all of the topics/issues described in this revised course outline. As soon as students enter the GDS program, they are encouraged and trained in the use of critical analysis. I have taught numerous sections of GDS 100 since 2020, and I have found students fully capable of meeting these learning outcomes. It should be noted that we get a mix of students taking this course (approximately 50% are upper level students taking it as it fulfills the BA requirement for civic engagement). However, even lower level students excel in this course. The verbs that I have used in learning outcomes are: describe, identify, assess, articulate, apply, and evaluate. I am confident that lower level students are capable of achieving these skills and outcomes.

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ORIGINAL COURSE IMPLEMENTATION DATE:	September 2011
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 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.

Course Code and Number: GDS 100	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Global Development Ideas and Practices
Course Short Title: Intro to Global Development

Faculty: Faculty of Social Sciences	**Department:** Global Development Studies

Calendar Description:

An introduction to evolving theories and approaches in the study and practice of development in global and local contexts. Students explore causes and impacts of global inequalities and injustices, and how different groups around the world are involved and impacted. Students also explore their role as global citizens and changemakers, and diverse ways to contribute to the global development sector.

Note: Students with credit for GEOG 109 cannot take this course for further credit.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **GEOG 109**	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s): **GEOG 109**	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

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

Expected frequency: **Every semester**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	March 13, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 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 ideas, theories, approaches, and actors in the study and practice of global development.
2. Identify contemporary global development issues, inequalities, and injustices that affect populations around the world.
3. Assess the nature, causes, and impacts of key development issues around the world.
4. Articulate the interconnectedness of global and local dimensions of development, and the important role of youth as global citizens and changemakers.
5. Apply a critical lens to the workings, approaches, and impacts of the global development sector.
6. Evaluate the relevance and impacts of changes in the conceptualization and practice of development (i.e. post-development theories, Indigenous knowledge, participation, decolonial and anti-racist approaches, equity and inclusion, social justice, rights, localized development, gender-transformative development).

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

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

Details:

Assignments (50%) include:
- Presentation and/or poster: 25%
- Choice of writing a report, brief, memo, critique, review, blog article, or paper: 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.)*

The course employs a combination of lectures, seminars and active learning methods like engaging with organizations and individuals in the global development sector (e.g. guest speakers; planning and attending online and in-person events related to global development). Assignments enable students to practice using skills and approaches relevant to the global development sector (e.g. writing policy briefs, reports, memos, blog articles, proposals; carrying out analyses and evaluations).

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	Sims et al	Routledge Handbook of Global Development	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Foundations of "development": ideas, theories, and actors
- From economic theories and notions to multidimensional understandings, rights, gender, social inequalities
- The environment, sustainable development, and climate change
- Global goals (e.g. SDGs), development actors, the development aid "industry", Canada's role in development

Key development issues
- Neo-liberalism, globalization/deglobalization, debt, and trade
- Poverty, inequality and injustice (access to health, education, land, housing, employment/livelihoods)
- Climate justice, food security, food sovereignty
- Conflict, displaced persons and refugees

Reimagining development
- Post-development theories, Indigenous knowledge, participation, decolonial and anti-racist approaches, equity and inclusion, social justice, localization
- Global citizenship, and role of youth as changemakers

Memo for Course Changes

To: CACC

From: (Department head or Chair of Program Working Group)

Date: March 22, 2024

Subject: Proposal for revision of GDS 204

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

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

2. Rationale for change: After having taught this course in Fall 2023, we realized that the course should follow the same pre-requisite requirements as other lower level GDS courses by having no pre-requisites. First year level students who took this course in Fall 2023 did very well in the course and we want to be sure that GDS and other students are able to take this course in their first term at the university. The removal of pre-requisites from this course would also enable this course to be considered as a course to fulfill the inter-cultural requirement for BA students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): N/A – no changes made to learning outcomes.

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

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

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

This course focuses on Indigenous populations in the African continent, and prioritizes the work of African scholars, practitioners, and activists throughout the course materials and topics. As such, students engage with Indigenous Knowledge Systems in the African continent.

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

This course directly addresses the exclusion of marginalized groups in the African continent from global development, while also prioritizing the work, thoughts, and contributions of African scholars, activists, and development practitioners. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $0. All materials provided to students for free on Blackboard, or through UFV Library as e-books.

CWC comment and response:

- UEC will be looking for a stronger rationale for the removal of prerequisites, particularly as the student success noted in the memo seems to indicate that prerequisites have been set appropriately. (For example, what has the grade distribution been for past offerings?)

I taught this course in Fall 2023, and the average grade was 80%. Many students who took this course were international students.

I am teaching this course again in Fall 2024, and the average grade so far is 82%. Each time I have taught this course, I have waived pre-requisites for handfuls of students. These students have gone on to do very well in the course. The GDS program plans to submit this course for vetting as a course to fulfill the civic engagement/inter-cultural engagement requirement. It is agreed that vetted courses for this competency do not have pre-requisites, making it easier for students to take these courses when they are in their first year at UFV.

	ORIGINAL COURSE IMPLEMENTATION DATE: May 2022
	REVISED COURSE IMPLEMENTATION DATE: September 2025
	COURSE TO BE REVIEWED (six years after UEC approval): November 2027

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GDS 204	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Development in Sub-Saharan Africa
Course Short Title: Dev't in Sub-Saharan Africa

Faculty: Faculty of Social Sciences	**Department:** Global Development Studies

Calendar Description:

Students are introduced to key social, economic, political, and environmental issues and challenges that have faced post-colonial Sub-Saharan Africa, with a focus on writings by scholars and development actors from the African continent.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*		**Course Details**
Former course code/number:		Special Topics course: **No**
Cross-listed with:		*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):		Directed Study course: **No**
(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.)		*(See policy 207 for more information.)*
		Grading System: **Letter grades**
		Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours		Expected frequency: **Annually**
Lecture/seminar	45	Maximum enrolment (for information only): **36**
		Prior Learning Assessment and Recognition (PLAR)
		PLAR is available for this course.
		Transfer Credit *(See **bctransferguide.ca**.)*
Total hours	**45**	Transfer credit already exists: **No**

Scheduled Laboratory Hours

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

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

Department approval	**Date of meeting:**	Feb 4, 2021
Faculty Council approval	**Date of meeting:**	September 17, 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	November 26, 2021

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

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

1. Examine development issues and challenges facing the region of Sub-Saharan Africa.
2. Apply international development theories and approaches to development issues in the region.
3. Analyze a wide variety of perspectives and debates concerning development in Sub-Saharan Africa, including those that originate from African thinkers and scholars.
4. Evaluate the role of development actors and partners in the region.

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

Assignments:	30%	Project:	35%	Lab work:	25%
Holistic assessment:	10%		%		%

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.)*

This course will consist of lectures, presentations, and in-class group work.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Mkandawire, T.	Africa: Beyond Recovery	2015
2.	Textbook	Nnadozie, E. (ed.)	African Economic Development	2019
3.	Textbook	Binns, T.	The Routledge Handbook of African Development	2018
4.	Textbook	Moss, T.J. & Resnick, D.	African Development: Making Sense of the Issues and Actors	2018
5.				

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

None.

Course Content and Topics

- Studying "Africa"
- Historical legacies and roots of African underdevelopment
- Post-colonial economy, politics, and governance
- Structural adjustment, foreign aid, and debt
- Globalization, world trade, poverty, and inequalities
- Gender and conflict
- Education and health
- Food security and the environment
- Rural and urban development
- Regional integration, sustainable development goals
- China-Africa relations and new partnerships

Memo for Program Changes

To: CACC

From: (Department head or Chair of Program Working Group)

Date: March 22, 2024

Subject: Program change (Global Development Studies)

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

    ☐ Program revision that requires new resources

    ☒ Addition of new course options or deletion or substitution of a required course

    ☐ Change to the majority of courses in an approved program

    ☐ Change to the duration, philosophy, or direction of a program

    ☐ Addition of a new field of specialization, such as a concentration

    ☐ Change in requirements for admission

    ☐ Change in requirements for residency or continuance

    ☐ Change in admission quotas

    ☐ Change which triggers an external review

    ☐ Deletion of a program not included in the Program Discontinuance policy

    ☐ Other – Please specify:

2. Rationale for change(s):

    We are requesting several program changes:

    a) We are adding SOC 254 into a basket of writing course in the GDS program to offer students more options and choice and enabling them to fulfill this requirement more easily. SCMS has been consulted.

    b) We are updating GDS 100/GEOG 109 to GDS 100 to reflect the recent changes to this course.

    c) We were notified by ECON that they will only offer ECON 398 every other year. As a stand-alone required course in the GDS program, we consulted ECON and agreed that students should be able to take ECON 398 or ECON 361. ECON 361 will be taught regularly and ECON approves of this change. Previously, ECON 361 was situated in a "one of" list with many other courses in the GDS program. It has been removed from this "one of" list, and now students can take ECON 398 *or* ECON 361 as a GDS program requirement.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: There are no new program outcomes related to these program changes.

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

All GDS courses examine the role of global Indigenous populations in development processes, and the impacts of development upon Indigenous communities. All GDS courses privilege Indigenous Knowledge Systems.

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? GDS student numbers will not be impacted by these changes.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.

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

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. See budget note from Sylvie Murray re: impacts on GEOG/Faculty of Science.

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. See attached.

Bachelor of Arts in Global Development Studies

Program outline

Lower-level requirements

Course	Title	Credits
ECON 100	Principles of Microeconomics	3
or ECON 101	Principles of Macroeconomics	
GDS 100/GEOG 109	A World of Development Introduction to Global Development Ideas and Practices	3
GDS 204	Development in Sub-Saharan Africa	3
GDS 220/ANTH 220	Anthropology of Globalization and Development	3
GDS 260	Gender and Global Development	3
GEOG 260	Global Goals Studio: Sustainable Communities by Design	3
POSC 230	Democracies and Authoritarian Regimes	3
or POSC 260	International Relations and Global Politics	
One of: (see Note)		3
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	
CMNS 175	Writing for the Internet	
ENGL 105	Academic Writing	
SOC 254	Writing for the Social Sciences	
One of:		3-4
ANTH 202	Ethnographic Toolkit	
BUS 204	Management of Non-Profit Organizations	
CMNS 251	Professional Report Writing	
GEOG 253	Introduction to Geographic Information Systems	

Note: Students may also satisfy this requirement with an A or better in one of English Studies 12, English First Peoples 12, ENGL 091, or ENGL 099.

Upper-level requirements

Course	Title	Credits
ECON 398	Development Economics	3
Or ECON 361	Environmental Economics	
GDS 340/GEOG 340	Geographies of Development: Landscapes of Inequality	4
or GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
GDS 320	Decolonizing Aid and Development	3
GDS 330/ANTH 330	Humanitarianism and Complex Emergencies	4
or GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	3
GEOG 396/GDS 310/ SOC 396	Canada Internship	6
or GEOG 398/GDS 311/ SOC 398	International Internship	
IPK 344	Research in Action: Indigenous Meaning Making (formerly also offered as ANTH 344/SOC 344)	3
or POSC 300	Research Design and Methods	
One of:		3-4
ADED 420	Adult Education in the Global Context	
ANTH 367/ENGL 367	Culture and Theory of Diaspora	
ANTH 388/SOC 388	Global Indigeneity (formerly also offered as LAS 388)	
IPK 386	Braiding Indigenous Knowledges, Practices, and Worldviews	
PLAN 410	Indigenizing Planning: Indigenous Land Use and Community Planning	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	
One of:		3-4
CRIM 335	Justice and Human Rights	
ECON 361/GEOG 361	Environmental Economics	

POSC 325	Social Movements and Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	
SOC 348	Social Movements	
One of:		3-4
ADED 340	Program Planning and Evaluation	
ADED 446	Community-based Adult Education Methods	
CMNS 360	Advocacy Writing	
CMNS 465	Grant and Proposal Writing	
ENV 310	Leadership in Environmental Professions	
SOC 352	Public Policy Analysis (formerly also offered as POSC 352)	
SOWK 380	Social Work and Community Development	
Plus:		
GDS 400	Global Development Seminar (see Note)	4

Note: Students must complete GDS 310/GEOG 396/SOC 396 or GDS 311/GEOG 398/SOC 398 before they can enrol in GDS 400.

Memo for New Course

To: Faculty of Health Sciences – Faculty Council; Undergraduate Education Committee (UEC)

From: Amber Johnston (Chair, Faculty of Health Sciences Curriculum Committee), Sarah Johanson (Assistant Professor, BSN, collaborator and course developer)

Date: October 21, 2024

Subject: Proposal for new course: NURS 495 Oncology Nursing Care and Practice

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

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

    NURS 491 Selected Topics In Nursing – Oncology (NURS 491c) is currently a course offered to UFV Bachelor of Science in Nursing (BSN) program students in the 3rd and 4th years and Licenced Practical Nursing Access (LPNA) program students in the 2nd year of their program. NURS 495 is a new course code and course outline specific to the Oncology of Nursing Care and Practice course that would be offered as an upper level elective to current Nursing students, and open to Nursing students outside of UFV to register in as well. The new course code (NURS 495) allows for the current Selected Topics in Nursing course NURS 491 to be open to both current and new topics for future offerings and rotation.

    The release of the BC Ministry of Health's Provincial Health Human Resources Strategy in September 2022 included key actions to help improve patient care for people in BC. Action 61 of that report identified the need for collaboration between the Ministry of Health, The Ministry of Post-Secondary Education and Future Skills, Post-Secondary Institutions (PSIs), and Health Authorities (HAs) to integrate high-demand specialty nursing learning pathways into BSN programs. The Nursing Policy Secretariat in partnership with the Ministry of Post-Secondary Education and Future Skills and the Nursing Education Planning Council developed the BSN practice education and transition model project which includes the development of learning pathways across practice areas. PSIs with specialty nursing courses were approached by the Nursing Policy Secretariat project leads to engage in collaboration with specialty practice areas to develop learning pathways, with UFV being one of them.

    Learning pathways are a collaborative strategy that incorporates specialty nursing complex practice into the final practicum experience to meet the British Columbia College of Nurses and Midwives (BCCNM) entry to practice competencies. These learning pathways provide new BSN graduates with entry to practice level specialty nursing knowledge and practice experience as they transition to be Registered Nurses.

    In response to these calls to action, collaboration between UFV and BC Cancer (Provincial Health Services Authority) began in 2022 to develop a unique learning pathway that integrated the UFV oncology nursing elective course with focused practice experiences and educational activities at BC Cancer in Abbotsford for final practicum preceptor student nurses. The oncology nursing course

became a pre-requisite for students wishing to participate in the learning pathway. The pathway was implemented in January 2023.

As the oncology nursing course is currently only offered to BSN and LPNA students at UFV, this restricts the implementation of the learning pathway at BC Cancer sites across the province. It is proposed that the Oncology Nursing course will become a stand-alone nursing course that is offered to BSN students across British Columbia so those students wishing to specialize at BC Cancer during their final practicum experience, are able to participate in the learning pathway. This expansion is supported by the calls to action from the Ministry of Health and the BSN education and transition model lead by the Nursing Policy Secretariat.

Note: Adding this course to a program will usually require a program change request.

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

The course learning outcomes align closely with the BSN and LPNA programs' learning outcomes as the emphasis is on patient/client, and family-centred care. The role of a nurse encompasses a wide range of skills and qualities that are developed by integrating knowledge and theory into practice experiences alongside engaging in collaboration, advocacy, ethical reasoning, and leadership. Nursing students connect with diverse individuals, groups, communities, and populations in a variety of settings and learn to be curious, communicate effectively and reflect thoughtfully. The students taking this course are provided the opportunity to meet the learning outcomes through engagement with a variety of teaching and learning resources, class activities, and evaluation methods. These all contribute to the students' ability to meet the Institutional Learning Outcomes as knowing, connecting, transforming and reflecting are fundamental attributes in nursing.

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

No

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

BC Cancer Agency – Oncology Pathways

Provincial Services Health Authority

Ministry of Health - Nursing Policy Secretariat

Ministry of Post Secondary Education Future Skills

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

N/A

6. In what ways does this course contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to

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

The course and programs' learning outcomes provide nursing students the opportunity to engage with a variety of worldviews including Indigenous ways of knowing, and advocate for equity, diversity and inclusion. Inequity in access to cancer care for Indigenous peoples in Canada is well-documented (Horrill et. al., 2022). A study conducted by BC Cancer and the First Nations Health Authority found that First Nations people have lower cancer rates but are more likely to be diagnosed with colon and cervical cancer than the non-Indigenous population and, experience poorer survival outcomes (McGahan et.al., 2017).

The course is case study based utilizing Carper's Ways of Knowing (a nursing theory of fundamental patterns of knowing in nursing). One case study focuses on cervical cancer and a selection of the learning resources for this case study focus on Indigenous women's experiences of cervical cancer including access to cervical screening and treatment. The Indigenous Patient Navigator from BC Cancer, Abbotsford attends this class and speaks to their role in supporting Indigenous patients with a diagnosis of cancer and how health care professionals, including nurses and nursing students, can impact this experience both positively and negatively.

Each case study examines ethical nursing practice including resource allocation, end of life decision making and care, genetics, quality of life, relationships and assumptions, allowing students to integrate culturally competent care and differing worldviews.

Each student has the opportunity to facilitate a case study. Part of the evaluation assignment is for students to teach back to the group as they explore the cancer experience of individuals and families across cultures and communities in BC to expand their knowledge and develop strategies to implement nursing care that is culturally competent and inclusive. The goals of this assignment are:

- Explore the experience of cancer for individuals and families across cultures and communities.
- Identify challenges/disparities, supports, health practices, stigma etc. related to cancer and cancer care.
- Develop nursing strategies for creating an environment that is culturally competent and inclusive in one`s own practice.
- Reflect on own performance in the role of teacher

Examples chosen have included Indigenous women (specifically access to cervical and mammogram screening), people of colour (black women's experience of breast cancer treatments and survivorship), immigrant men and women (access to health care and oncology services specifically), LGBTQ+ individuals and groups (transgender cancer care and relationship assumptions), unhoused men and women.

Horrill, T.C., Martin, D.E., Lavoie, J.G. & Schultz, A.S.H. (2022). A critical exploration of nurses' perceptions of access to oncology c are among Indigenous peoples: Results of a national survey. *Nursing Inquiry, 29*(1), 1-12. https://doi.org/10.1111/nin.12446.

McGahan, C.E., Linn, K., Guno, P., Johnson, H., Coldman, A.J., Spinelli, J.J. & Caron, N.R. (2017). Cancer in First Nations people living in British Columbia, Canada: An analysis of incidence and survival from 1993 to 2010. *Cancer Causes and Control, 28,* 1105-1116. https://doi.org/10.1007/s10552-017-0950-7.

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

   All modules use a framework called Carper's Ways of Knowing (the science, the art, the ethics, the personal and the sociopolitical ways of knowing in nursing). Each module explores all aspects of this framework but with a different focus along with integrating the patient and family experience of illness and specifically cancer; while incorporating inclusive views across diverse communities, Indigenous, and equity seeking groups

   Please see above assignment example.

   One case study explores the experiences of a Punjabi woman with breast cancer and includes family centred care, the ethics of genetic counselling and cultural relativism into the planning of cancer care, moral distress, and the impact of cultural influences on the illness experience and nursing care. Learning resources also include the cancer experience for transgender individuals, knowledge deficits around screening, treatments and survivorship, relationships, and biases.

   One case study explores the cancer experience of an individual in a same sex relationship and the assumptions made by healthcare providers when assessing patients and their partners.

   Assignment: poster development and abstract focusing on prevention and early detection of cancer. Students select a topic and utilize evidence and research to explain the relationship of prevention and early detection to their chosen activity eg mammography screening, Pap smears for cervical screening, testicular self exam, skin self-exam. This includes the applicable guidelines and statistics that demonstrate effectiveness across populations. This assignment does provide the opportunity for students to identify lack of equity and inclusion.

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

   3 credit value

   The class size will be limited to 36 with designated seats for UFV nursing students

   Once per year offering, Fall semester

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

   Approx $538 for 3 credit course + approx. $120 for the textbook = $658

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2025
REVISED COURSE IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 2030

<mark>Course outline form version: 09/08/2021</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: NURS 495	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Oncology Nursing Care and Practice
Course Short Title: Oncology Nursing Care & Pract

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies

Calendar Description:

Students will explore the area of oncology nursing care and practice while examining concepts of cancer care and the lived cancer experience. Case studies and discussion will focus on carcinogenesis, treatment modalities, ethical concerns, and nursing care requirements.

Note: Students with credit for NURS 491C cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing and 60 credits of NURS and/or HSC. Note: Students admitted to a Bachelor of Nursing program at another B.C. post-secondary institution with 60 credits of NURS or equivalent can contact the School of Health Studies for permission to register.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **NURS 491C**	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**
Typical Structure of Instructional Hours	Expected frequency: **Annually**
	Maximum enrolment (for information only)**: 36**

Typical Structure of Instructional Hours	
Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)	
PLAR is available for this course.	

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **No**

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

Department approval:	**Date of meeting:**	October 10, 2024
Faculty Council approval:	**Date of meeting:**	October 25, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	December 13, 2024

Learning Outcomes

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

1. Explain the epidemiology of cancer from a local and national perspective.
2. Identify presenting symptoms and the pathways utilized in the diagnosis of cancer.
3. Compare cancer treatments, treatment side effects, and cancer management strategies, and the nursing care involved
4. Integrate key aspects of the biology of cancer and the effect on body systems into oncology nursing practice.
5. Explore the role of the nurse in the cancer experience across individuals, families, diverse communities, Indigenous, and equity seeking populations.
6. Examine the ethical, socio-political, and environmental influence that impact the planning and delivery of oncology nursing care.
7. Examine leadership and management skills in oncology nursing practice.

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

Assignments:	25%	Quizzes/tests/midterm:	25%	Final exam:	30%
Project:	20%		%		%

Details:

Assignments: self-evaluation on group facilitation and teaching presentation (25%)
Quizzes/tests/midterm: quizzes and mini assignment (10%), midterm exam (15%)
Project: poster, poster oral presentation, and abstract (20%)
Final exam: open book (30%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Indigenous knowledge	BC Cancer	Indigenous cancer control. http://www.bccancer.bc.ca/our-services/services/indigenous-cancer-control	2024
2.	Textbook	Maloney-Newton, S., Hickey, M., & Brant, J. M.	Mosby's oncology nursing advisor. A comprehensive guide to clinical practice. (3rd edition). Elsevier Canada.	2024
3.	Online resource	Canadian Cancer Society	Cancer statistics at a glance. https://cancer.ca/en/research/cancer-statistics/cancer-statistics-at-a-glance	2024
4.	Online resource	BC Cancer	www.bccancer.ca	
5.	Indigenous knowledge	First Nations Health Authority	Improving Indigenous cancer journeys in BC: A road map. https://www.fnha.ca/WellnessSite/WellnessDocuments/improving-indigenous-cancer-journeys-in-bc.pdf	2017

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

Multiple other online resources, videos, etc. Electronic course pack of selected readings and other resources on Blackboard.

Course Content and Topics

All modules use a framework called Carper's Ways of Knowing (the science, the art, the ethics, the personal, and the sociopolitical ways of knowing in nursing). Each module explores all aspects of this framework but with a different focus along with integrating the patient and family experience of illness and specifically cancer, while incorporating inclusive views across diverse communities, Indigenous, and equity seeking groups.

1. Overview of oncology nursing: epidemiology of cancer(s), incidence of cancer(s), the biology of cancer
2. Breast cancer: breast cancer pathophysiology, chemotherapy focus including side effect/management, family care, genetics
3. Colorectal cancer: risk factors, clinical signs and symptoms, informed choice and decision making, refusal of treatment
4. Cervical cancer: radiation therapy, ethical issues around HPV vaccination, societal beliefs and the impact on the cancer experience, Indigenous world view
5. Head and neck cancers: surgical interventions, nutritional needs, Medical Assistance in Dying (MAiD), coping
6. Brain cancer: treatment modalities, oncological emergencies, confidentiality and privacy, palliative care
7. Testicular cancer: treatment options, age, sexuality, fertility preservation
8. Skin cancers: signs and symptoms, immune and biological therapies, clinical trials, self-examination
9. Childhood leukemia: patient and family experiences, bone marrow/stem cell transplant, adverse effects of treatments, family care, resource allocation
10. Lung cancer: symptom clusters, oncological emergency, end of life care, advanced directives
11. Non-Hodgkin lymphoma: risks and diagnostics, conventional treatment, complementary/alternative therapies, information needs, relationships
12. Other suggested topics: prostate cancer, liver cancer, pancreatic cancer

Memo for Program Changes

To: UEC

From: Faculty of Health Science – School of Health Studies, BSN Program

Date: November 25, 2024

Subject: Program change (BSN and LPN Access)

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
      Update to calendar copy to include NURS 495 – BSN program Semester VII and LPN Access
    program Semester IV

    ☐ 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):

    NURS 491 Selected Topics In Nursing – Oncology (NURS 491c) is currently a course offered to UFV
    Bachelor of Science in Nursing (BSN) program students in the 3rd and 4th years and Licenced Practical
    Nursing Access (LPNA) program students in the 2nd year of their program. NURS 495 is a new course
    code and course outline specific to the Introduction of Oncology Nursing that would be offered as
    an upper level elective to current Nursing students, and open to Nursing students outside of UFV to
    register in as well. The new course code (NURS 495) allows for the current course NURS 491 to be
    open to other Selected Topics for future offerings and rotation.

    The release of the BC Ministry of Health's Provincial Health Human Resources Strategy in September
    2022 included key actions to help improve patient care for people in BC. Action 61 of that report
    identified the need for collaboration between the Ministry of Health, The Ministry of Post-
    Secondary Education and Future Skills, Post-Secondary Institutions (PSIs), and Health Authorities
    (HAs) to integrate high-demand specialty nursing learning pathways into BSN programs. The Nursing
    Policy Secretariat in partnership with the Ministry of Post-Secondary Education and Future Skills and
    the Nursing Education Planning Council developed the BSN practice education and transition model
    project which includes the development of learning pathways across practice areas. PSIs with
    specialty nursing courses were approached by the Nursing Policy Secretariat project leads to engage

in collaboration with specialty practice areas to develop learning pathways, with UFV being one of them.

Learning pathways are a collaborative strategy that incorporates specialty nursing complex practice into the final practicum experience to meet the British Columbia College of Nurses and Midwives (BCCNM) entry to practice competencies. These learning pathways provide new BSN graduates with entry to practice level specialty nursing knowledge and practice experience as they transition to be Registered Nurses.

In response to these calls to action, collaboration between UFV and BC Cancer (Provincial Health Services Authority) began in 2022 to develop a unique learning pathway that integrated the UFV oncology nursing elective course with focused practice experiences and educational activities at BC Cancer in Abbotsford for final practicum preceptor student nurses. The oncology nursing course became a pre-requisite for students wishing to participate in the learning pathway. The pathway was implemented in January 2023.

As the oncology nursing course is currently only offered to BSN and LPNA students at UFV, this restricts the implementation of the learning pathway at BC Cancer sites across the province. It is proposed that the Oncology Nursing course will become a stand-alone nursing course that is offered to BSN students across British Columbia so those students wishing to specialize at BC Cancer during their final practicum experience, are able to participate in the learning pathway. This expansion is supported by the calls to action from the Ministry of Health and the BSN education and transition model lead by the Nursing Policy Secretariat.

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

The course learning outcomes align closely with the BSN and LPNA programs' learning outcomes as the emphasis is on patient/client, and family-centred care. The role of a nurse encompasses a wide range of skills and qualities that are developed by integrating knowledge and theory into practice experiences alongside engaging in collaboration, advocacy, ethical reasoning, and leadership. Nursing students connect with diverse individuals, groups, communities, and populations in a variety of settings and learn to be curious, communicate effectively and reflect thoughtfully. The students taking this course are provided the opportunity to meet the learning outcomes through engagement with a variety of teaching and learning resources, class activities, and evaluation methods. These all contribute to the students' ability to meet the Institutional Learning Outcomes as knowing, connecting, transforming and reflecting are fundamental attributes in nursing.

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

The course and programs' learning outcomes provide nursing students the opportunity to engage with a variety of worldviews including Indigenous ways of knowing, and advocate for equity, diversity and inclusion. Inequity in access to cancer care for Indigenous peoples in Canada is well-

documented (Horrill et. al., 2022). A study conducted by BC Cancer and the First Nations Health Authority found that First Nations people have lower cancer rates but are more likely to be diagnosed with colon and cervical cancer than the non-Indigenous population and, experience poorer survival outcomes (McGahan et.al., 2017).

The course is case study based utilizing Carper's Ways of Knowing (a nursing theory of fundamental patterns of knowing in nursing). One case study focuses on cervical cancer and a selection of the learning resources for this case study focus on Indigenous women's experiences of cervical cancer including access to cervical screening and treatment. The Indigenous Patient Navigator from BC Cancer, Abbotsford attends this class and speaks to their role in supporting Indigenous patients with a diagnosis of cancer and how health care professionals, including nurses and nursing students, can impact this experience both positively and negatively.

Each case study examines ethical nursing practice including resource allocation, end of life decision making and care, genetics, quality of life, relationships and assumptions, allowing students to integrate culturally competent care and differing worldviews.

Each student has the opportunity to facilitate a case study. Part of the evaluation assignment is for students to teach back to the group as they explore the cancer experience of individuals and families across cultures and communities in BC to expand their knowledge and develop strategies to implement nursing care that is culturally competent and inclusive. The goals of this assignment are:

- Explore the experience of cancer for individuals and families across cultures and communities.
- Identify challenges/disparities, supports, health practices, stigma etc. related to cancer and cancer care.
- Develop nursing strategies for creating an environment that is culturally competent and inclusive in one`s own practice.
- Reflect on own performance in the role of teacher

Examples chosen have included Indigenous women (specifically access to cervical and mammogram screening), people of colour (black women's experience of breast cancer treatments and survivorship), immigrant men and women (access to health care and oncology services specifically), LGBTQ+ individuals and groups (transgender cancer care and relationship assumptions), unhoused men and women.

Horrill, T.C., Martin, D.E., Lavoie, J.G. & Schultz, A.S.H. (2022). A critical exploration of nurses' perceptions of access to oncology c are among Indigenous peoples: Results of a national survey. *Nursing Inquiry, 29*(1), 1-12. https://doi.org/10.1111/nin.12446.
McGahan, C.E., Linn, K., Guno, P., Johnson, H., Coldman, A.J., Spinelli, J.J. & Caron, N.R. (2017). Cancer in First Nations people living in British Columbia, Canada: An analysis of incidence and survival from 1993 to 2010. *Cancer Causes and Control, 28,* 1105-1116. https://doi.org/10.1007/s10552-017-0950-7.

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

   No additional resources required.

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

   n/a this is just a calendar update to include this new course.

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

   No, this will be included as a one of option for 3 credits in semester VII for BSN and semester IV for LPN Access

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 – again just an update to the relevant calendar sections to include this new course option.

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 – see above

Bachelor of Science in Nursing

Semester VII

Course	Title	Credits
NURS 401	Health and Wellness: Community Health	4
NURS 402	Professional Nursing: Management	3
NURS 403	Nursing Practice	6
One of:		
NURS 490	Directed Studies in Nursing (see Note)	3
or NURS 491	Selected Topics in Nursing (see Note)	
NURS 495	Selected Topics in Nursing (see Note)	

Note: Only one of NURS 490, or NURS 491, or NURS 495 may be used toward program requirements.

LPN Access to Bachelor of Science in Nursing

Semester IV (Winter)

Course	Title	Credits
NURS 414	Health and Wellness IV: Acute and Complex Care	4
NURS 415	Professional Nursing IV: Leadership in Complex Care	3
NURS 416	Nursing Practice IV: Acute Medicine and Complex Care	5
NURS 490	Directed Studies in Nursing (see Note)	3
or NURS 491	Selected Topics in Nursing (see Note)	
NURS 495	Selected Topics in Nursing (see Note)	

Note: Only one of NURS 490, or NURS 491, or NURS 495 may be used toward program requirements.

UNIVERSITY
OF THE **FRASER VALLEY**

MEMO

To: Samantha Hannah, Chair, Undergraduate Education Committee

From: Secretariat office

Date: Nov 4, 2024

Re: Vacant Positions on UEC as of July 31, 2025

Terms of office will be ending on July 31, 2025, for the following members on UEC:

- Shel Stefan, Faculty of Humanities – Faculty Senator
- Stan Manu – Faculty of Science – Faculty
- Michael Batu – Faculty of Social Sciences - Faculty
- Samantha Hannah, Faculty of Humanities – Faculty
- Vacancy – Faculty of Business and Computing
- Pavandeep Judge, Student
- Afeef Alam, Student
- Lisa McMartin, Staff Member
- Rhonda Colwell, Academic Advisor

Need faculty members from:
Applied and Technical Studies
Science

The Secretariat office will make a call to senators in February to fill positions on UEC and other standing committees, followed by call to non-senators, from late February to mid-March 2025. An Expression of Interest form will be made available at that time.