



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
October 25, 2024 - 10:00 AM
A225**

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 7      **2.1. UEC draft minutes: September 27, 2024**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

8 - 13      **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.

14 -      **3.2. Agriculture**

26      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.

27 -      **3.3. Communications**

32      Discontinuation: RSS 098

MOTION: To approve the discontinuation of RSS 098.

Review with changes including title and prerequisites: CMNS 360

MOTION: To approve the CMNS 360 course outline as presented.

33 -      **3.4. English**

40      Review with changes including prerequisites: ENGL 280

Review with changes: ENGL 315

Page

MOTION: To approve the ENGL course outlines as presented.

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45

**3.5. Computing**

Review with changes including prerequisites: COMP 486

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

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.

New program: Cybersecurity post-baccalaureate diploma

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

New program: Software Engineering post-baccalaureate diploma

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

46 -  
52

**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 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 Online Course Guidebook](#)

**4.2. UEC Liaison reports**

**4.3. Policy Subcommittee report**

**4.4. APPC report**

**4.5. Senate report**

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

**5. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

September 27, 2024  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Donna Alary, Michael Batu, Chris Campbell, Vlad Dvoracek, Joy Eryinnaya, Samantha Hannah, Claire Hay, Bobby Jaswal, David Johnston, Pavandeep Judge, Allyson Jule, Selena Karli, Dana Landry, Stan Manu, Lisa McMartin, Sylvie Murray, Cindy Schultz, Shel Stefan, Susan Stoneson, and Liz Wiebe

**ABSENT:** Afeef Alam, Thais Amorim, Rhonda Colwell, Shirley Hardman, Amber Johnston, Carolyn MacLaren, and David McGuire

**GUESTS:** Avril Alfred, Maria de Luna, Jennifer Deon, Raechel Healey-Chamberlain, Andrea Hughes, Leanne Joe, Zina Lee, Chantelle Marlor, Barbara Messamore, Tracy Porter, Alessandro Tarsia

**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

**2.1. UEC draft minutes: August 29, 2024**

Minutes were originally circulated with incorrect attendance. The agenda package was corrected and re-circulated prior to the meeting.

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

**3. COURSES AND PROGRAMS**

**3.1. Computing**

Review with changes including prerequisites: COMP 155, COMP 486  
Review with changes including title and prerequisites: COMP 386

Revised course outlines and memos were distributed.

There was some discussion regarding COMP 486; this course will be further revised and brought back to UEC.

**MOTION:**

To approve the COMP 155 and 386 course outlines as amended:

- COMP 155: evaluation will be revised to include holistic assessment
- COMP 386: author's name will be removed from calendar description and learning outcome #1; author's Indigenous name will be added to texts and resources section

CARRIED

UEC Draft Minutes  
27 Sep 2024

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**3.2. Criminology and Criminal Justice**

Review with changes: CRIM 104, 105

**MOTION:**

To approve the CRIM course outlines as presented.

CARRIED

**3.3. Graphic and Digital Design**

Review with changes: GD 101, 102, 157, 203, 204, 281, 303, 357, 450

**MOTION:**

To approve the GD course outlines as presented.

CARRIED

**3.4. Interdisciplinary Studies**

Discontinuation: IDS 100, 200, 300, 400

**MOTION:**

To discontinue IDS 100, 200, 300, and 400.

CARRIED

**3.5. Modern Languages**

Review with changes: LING 101, 202

Review with changes including prerequisites: LING 110

**MOTION:**

To approve the revised LING course outlines as amended:

- Upriver Halq'eméylem resources added to texts and resource materials

CARRIED

New course: LING 210

The UEC Pre-Check Subcommittee identified that the budgetary implications of LING 210 should be reviewed by the Academic Planning and Priorities Committee (APPC). Sylvie Murray (Dean, College of Arts) suggested that APPC consider whether this type of concern could be resolved between the budget office and deans directly, rather than referred to the committee.

**MOTION:**

To approve the new LING 210 as amended:

- Addition of learning outcome connecting to local Indigenous peoples/land.

CARRIED

**3.6. Anthropology**

New course: ANTH 235, Intercultural Relations

**MOTION:**

To approve the new ANTH 235 as amended:

- Structure of hours changed to include only lecture/seminar hours
- Learning outcome #8 changed to "Identify principles for navigating intercultural contexts"

CARRIED

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Review with changes including title and prerequisites: ANTH 220/GDS 220, ANTH 301, ANTH 325/SOC 325, ANTH 375/MACS 375

Review with changes including prerequisites: ANTH 260/SOC 260

Review with changes: ANTH 367/ENGL 367

It was suggested that the departments consider discontinuing the cross-listing of ANTH 220/GDS 220. UEC may want to look at cross-listings in general and when/why this is advantageous.

**MOTION:**

To approve the revised ANTH course outlines as presented.

CARRIED

**3.7. Media and Communication Studies**

New course: MACS 266, Screen Horrors: Monsters, Entities, and Slashers

New course: MACS 268, Media Franchises and Convergence Culture

New course: MACS 285, Screen Studies: Television and Digital Platforms

New course: MACS 324, Sport, Media, and Culture

New course: MACS 333, Media and Social Change

New course: MACS 364, Rules of Play: The Cultural Significance of Video Games

**MOTION:**

To approve the new MACS courses as presented.

CARRIED

Review with changes including title: MACS 385/SOC 385

Some aspects of the MACS 385/SOC 385 course outline seemed to indicate that this should be a special topics course, which is not the intention. Additional revisions will be discussed with the instructor and brought back to UEC. Points discussed:

- Change to calendar description to include the possibility of more than one program with similar themes being studied in a single offering.
- Additional learning outcome that connects to local Indigenous cultures or local Indigenous ways of life.
- Removal of specific references to The Simpsons from course content section.
- Additional texts/resources that could be used for multiple course offerings.

**MOTION:**

To postpone approval of the revised MACS 385/SOC 385 course outline as presented.

CARRIED

**3.8. Sociology**

Review with changes: SOC 205, 247, 299, 399, 435, 490

Review with changes including title: SOC 230, 280, 289, 348, 350, 430, 445, 493

Review with changes including title and prerequisites: SOC 245, 431

Review with changes including prerequisites: SOC 331, 346, 357, 475

Review with changes including discontinuation of cross-listing as GDS: SOC 250

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27 Sep 2024

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Changes including prerequisites and discontinuation of cross-listing as POSC:  
SOC 352

**MOTION:**

To approve the SOC course outlines as amended:

- SOC 205 calendar description: "making use of case studies and the comparative method" changed to "making use of comparative methodology"
- Structure of hours for SOC 250, SOC 348, and SOC 430 changed to include only lecture/seminar hours

CARRIED

**3.9. Psychology**

Review with changes: PSYC 202, 280, 306, 380

Review with changes including title: PSYC 241

Review with changes including prerequisites: PSYC 343, 370, 375, 383, 385

**MOTION:**

To approve the PSYC course outlines as amended:

- PSYC 202:
  - Learning outcome #6 changed to "Use current APA format"
  - Learning outcome #7 changed to "Conduct literature searches in the social and related sciences"
  - Learning outcome #8 changed to "Conduct a research project involving data collection and analysis"
- PSYC 241:
  - Learning outcome #2 changed to "Identify assessment methods..."
  - Learning outcome #8 changed to "Apply cultural considerations..."
- PSYC 280:
  - Learning outcome #2: delete "in depth"

CARRIED

**3.10. History**

Review with changes including title: HIST 236

Review with changes: HIST 241, 264, 265, 397

**MOTION:**

To approve the revised HIST course outlines as amended:

- HIST 236 learning outcome #5: delete "carefully"

CARRIED

New course: HIST 427, History of Tobacco and Alcohol in Indigenous Canada

**MOTION:**

To approve the new HIST 427 as amended:

- Calendar description will be reviewed and condensed.
- Learning outcome #4: delete "based on assigned readings"

Change to program requirements: History major and extended minor

**MOTION:**

To approve the changes to the History major and extended minor as presented, effective January 2025.  
CARRIED

**3.11. Continuing Education**

Changes to entrance requirements: Medical Office Assistant certificate

This item was postponed.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Learning Outcomes Guide**

[A guide for learning at UFV: Part A – Developing Learning Outcomes](#)

Discussion of this item was postponed.

**4.2. Online Course Guidebook**

Discussion of this item was postponed.

**4.3. UEC subcommittee vacancies**

- Policy Subcommittee
- Pre-Check Subcommittee

Liz Wiebe agreed to join the Pre-Check Subcommittee. There is one remaining vacancy on the Policy Subcommittee for a UEC faculty member.

**4.4. UEC Liaison reports**

This item was postponed.

**4.5. Policy Subcommittee report**

This item was postponed.

**4.6. APPC report**

This item was postponed.

**4.7. Senate report**

This item was postponed.

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

This item was postponed.

**5. ADJOURNMENT**

The meeting was adjourned at 12:12 pm.

**Memo for Course Changes**

To: Linda Parady, CACC Members, and UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of: MACS/SOC 385 Television and Social Values (new title to be: Television and Social Values)**

*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 (dropping “The Simpsons”)
- 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:

- Needs updating, including LOs and calendar description, so as to match current formatting preferences and pedagogical approaches.
- Title change: The course was originally specific to *The Simpsons* TV show, and could still be taught as such, but by leaving it open to other options the course can be taught by a diverse number of faculty. The course can now use current programming to focus on specific issues and change through the selection of programming and can perpetually adapt as needed. It could be taught looking at a show like *Squid Games*, for example, and thus introduce notions of globalized production and consumption as well as the increasing importance of digital streaming platforms in the delivery of “television” content. This in addition to the obvious discussions around class, capitalism, satire, and spectacle.
- This course previously had its home in SOC and was cross-listed as MACS. This is being changed so that the main course outline will be MACS 385 and the cross-listed outline will be SOC 385.

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



There were not any significant changes to the courses pre-existing learning outcomes beyond opening up the scope to recognize the potential diversity in programming focus. For example, Learning Outcome #1 changed from “Locate *The Simpsons* within the political-economic context of its conditions of production” to now read as “Locate television programming within the political-economic context of its conditions of production”. At its core, MACS 385 is still fundamentally aligned with PLOs and ILOs as it was originally.

Students are critically interrogating communication media, analyzing and evaluating television texts, and with assignments and papers are researching, presenting, and writing, potentially in groups. This meets the core of MACS PLOs. It meets new UFV ILOs with the development of knowledge and media literacy that is demonstrated through a myriad of assessment tools including written, visual, and aural. By broadening the scope to include other programming, there exists a very exciting opportunity to engage with indigenous television in Canada as well, which will address the other ILOs and PLOs.

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

The beauty of this course is that it could focus specifically on indigenous television programming by interrogating shows like *Reservation Dogs* or *Little Bird*. This allows the same theoretical investigation as other series but also opens the door to examine larger social issues.

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

Much of the critical focus, in both the current iteration and any upcoming revisioning, is related to notions of equity, diversity, and inclusion. The course functions to deconstruct representations of marginalized groups and offer theoretical possibilities of opposition or subversion to dominant messages.

Scholarly articles can, and are, used to bolster the diversity of readings and authors to provide multiple perspectives and examples of lived experiences. The course assignments are themselves diverse in nature to represent the idea that demonstrations of knowledge can take multiple forms. In addition to the traditional academic paper, students are offered the opportunity to prepare projects that still meet the learning outcomes but give a chance for students to use creative models that might better align with their learning styles. Students can create short documentary videos, prepare a “political cartoon” that highlights some social inequity related to the programming, or to craft a children’s book that touches on some aspect of the course materials. With these other examples they still write smaller papers that highlight the related theoretical and scholarly components but potentially opens the door for a diversity of knowledge production.

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



ORIGINAL COURSE IMPLEMENTATION DATE: May 2010  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2030  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 385                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Television and Social Values<br><b>Course Short Title:</b> Television & Social Values                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Students will focus on a particular television program, series, or universe and interrogate it with a socio-cultural lens. By taking a critical approach to television, students will analyze programming as a text to uncover how meaning is created, transmitted, and received.<br><br>Note: This course is offered as MACS 385 and SOC 385. Students may take only one of these for credit.                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 45 university-level credits including 6 credits of MACS and/or SOC.                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>SOC 399C</b><br>Cross-listed with: <b>SOC 385</b><br>Equivalent course(s): <b>SOC 385</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 25 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> October 25, 2025                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |

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

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

1. Locate television programming within the political-economic context of its conditions of production.
2. Evaluate a particular TV program's contribution to contemporary popular culture.
3. Apply differing theoretical frameworks in the deconstruction of television programming, advertising, or news broadcasts.
4. Investigate television conventions through various genres including but not limited to sitcoms, dramas, reality TV, or horror.
5. Examine television portrayals of race, ethnicity, Indigeneity, gender, sexuality, identity, nationality, and class.
6. Analyze the narrative structures, visual aesthetics, and sound design of a specific television series.
7. Explore theories of audience reception, fan cultures, and transmedia or multiplatform storytelling.
8. Explain how theories and/or program content covered in the course can be viewed through a decolonizing lens.

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

|              |     |             |     |          |     |
|--------------|-----|-------------|-----|----------|-----|
| Assignments: | 40% | Final exam: | 30% | Project: | 30% |
|              | %   |             | %   |          | %   |

**Details:**

**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 | Johnathan Bignell and Faye Woods | An Introduction to Television Studies. 4th Edition. Routledge.                | 2023 |
| 2. Textbook | John Alberti (editor)            | Leaving Springfield: The Simpsons and the Possibility of Oppositional Culture | 2004 |
| 3.          |                                  |                                                                               |      |
| 4.          |                                  |                                                                               |      |
| 5.          |                                  |                                                                               |      |

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

No extraordinary supplies or materials required

**Course Content and Topics**

- History and socio-political context of the program
- Genre(s), audiences, and pop culture
- Analyzing narrative structures
- The role this program plays in framing, and being framed by, pop culture and social issues
- Portrayals of class, gender, racialization, sexuality, and Indigeneity
- Additional program themes and relevant theories



ORIGINAL COURSE IMPLEMENTATION DATE: May 2010  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2030  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOC 385                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                     |
| <b>Course Full Title:</b> Television and Social Values<br><b>Course Short Title:</b> Television & Social Values                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                      |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>MACS 385</b> for the official course outline.                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                            |
| <b>Calendar Description:</b><br>Students will focus on a particular television program, series, or universe and interrogate it with a socio-cultural lens. By taking a critical approach to television, students will analyze programming as a text to uncover how meaning is created, transmitted, and received.<br><br>Note: This course is offered as MACS 385 and SOC 385. Students may take only one of these for credit.                      |                                                                                                                                                                                                                                                            |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 university-level credits including 6 credits of MACS and/or SOC.                                                                                                                                                                                        |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                                                                                                                                                                                                      |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   | None.                                                                                                                                                                                                                                                      |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>SOC 399C</b><br>Cross-listed with: <b>MACS 385</b><br>Equivalent course(s): <b>MACS 385</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date approved:</b> April 5, 2024                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> October 25, 2024                                                                                                                                                                                                                   |

**Memo for New Course**

To: Ben Vanderlei, Chair Faculty of Science Curriculum Committee

From: Renee Prasad, Dept. Head Agriculture Technology

Date: April 8, 2024

**Subject: Proposal for new courses (AGRI 495)**

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

1. Rationale for new course, including how this course fits into the program(s): *The proposed new courses is a Special Topics courses in the area of Horticulture Science. This 400-level special topics also paves the way to identify and develop 400-level courses in Agriculture Technology, better meeting the needs of students in the BAS.*

*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 \(ILOs\)](#): *As a 400-level course the learning outcomes for the course will foster a deeper understanding of horticultural science. Students will connect (ILO 1 and 2) the special topic with a larger body of pre-existing knowledge, they will come to develop a deeper knowledge of the subject matter with a focus on the current state of applied practice or research in the topic and the impact of the developments on food production (ILO 6 and 8).*
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? *While this courses will not be required beyond Agriculture Technology BAS program, we have broadened the pre-requisites so that the courses could be taken by students in other program areas at UFV.*
4. Which program areas have been consulted about the course? *Agriculture Technology and Faculty of Science*
5. If a new discipline designation is required, explain why: *No new designation is required.*
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 \(UNDRIP\)](#). *In Agriculture Technology our courses are developed and delivered to closely follow the First Peoples Principles of Learning (<https://www.fnesc.ca/first-peoples-principles-of-learning/>). Courses in Agriculture Technology are focused on the well-being of all lands, not just those that produce food, as well as water and air. The Special topics courses are an opportunity to delve deeper into scientific methods, developments, and applied practices that help support the production of food and other agricultural products. Our facilities and connections with the local agricultural community allow us to develop strong*

*experiential components for all courses. As part of our assessment of special topics courses student will be asked to complete reflective assignments that allow them to share how the process of learning has impacted their understanding of the world around them.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *Each special topics course will be developed with principles of EDI in mind. As 400-level courses the expectations are that assessment will move towards more writing-based assessment with assignments scaffolded so that students can receive feedback and improve. Emphasis will also be placed on peer-review and the iterative nature of developing a final product, e.g. poster, presentation, report, etc. Collaborative work including student lead discussions are also important elements of the delivery of special topics. Providing all students with an opportunity to lead classroom discussions is one way to foster confidence and leadership.*
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.: *Depending on the special topic some courses may require booking in a lab, field trips to local sites (accessible from either CEP or Abbotsford campus).*
9. Estimate of the typical costs for this course, including textbooks and other materials: *A lab coat may be required for this course however most students will have their own lab coat by the time they have achieved the pre-requisites.*

**CWC comments and responses (applicable to AGRI 495, 496, and 497):**

- Does the topic of agrology (AGRI 497) encompass the other two topics?  
*Yes. However we still see value in three separate courses for the following reasons:*
  1. *Livestock course requires animals on OCO for pedagogical merit component of the Animal Care application (if needed).*
  2. *The term Agrology may not appeal to students in Biology for example studying plants/ecology or doing pre-vet.*
  3. *We also felt in Science Curriculum Committee that the three different titles would be more descriptive for student transcripts - especially for example those going on to grad school.*
- Memo response #3 says that the pre-requisites have been stated this way to allow students in other areas to take them. Are the topics that will be offered likely to be of interest to students outside of the BAS?  
*Yes, we feel very strongly that UFV has done a poor job of showing students in the other sciences the value of adding agriculture electives to their degrees. The probability that grads in other sciences will end up in an ag related career is very high, especially for the valley. For example, special topics on Agrochemicals and the Environment should be something*

*chemistry and geography students should want to take, etc. Agriculture is not just about shovelling things. It is an applied science, and a regulated area of professional practice (agrology).*

- I appreciate that the Course Memos indicate the courses closely follow the FPPL, however this is not indicated in any of the Official Course Outlines which is closer to what happens in the classroom/course work.
  - Calendar Descriptions: each have an opportunity to mention the way the land is used now, what it was used for by Indigenous people, with special recognition of whose land the course/field trips are being held on.  
*Course outline has been updated.*
  - LO: Including one - two LOs specific to Indigenization, and/or wording that specifies how Indigenous peoples knowledge and practices on the land are being studied would strengthen the commitment to Indigenization in the program.  
*Course outline has been updated.*
  - Course Content and Topics: Guest speakers/Field trips could include a day spent hiking and learning Indigenous plants and harvesting practices that existed before this land became farm land.  
*This is a bit trickier because it will depend on the special topic, for example a Special Topic could be a course that looks dives deeper into diseases of dairy calves. We do these activities in other courses however, such as Agri 371 and Agri 323.*
  - Resource Suggestions:
    - Medicine Wheel for the Planet - Dr. Jennifer Grenz, Nlaka'pamux and Secwepemc (UBC)
    - Braiding Sweetgrass - Dr. Robin Wall Kimmerer
    - Held by the Land: A Guide to Indigenous Plants for Wellness - Leigh Joseph (there is a card deck that partners with this book) Skwxwú7mesh (Squamish)
    - Upper Sto:lo Ethnobotany - Sto:lo Elders
    - Upper Sto:lo Plant Gathering (Fraser Valley) - Sto:lo Sitel Curriculum*Again, the challenge is these resources may work for some Special Topics but not others. These resources are great though for some of our other courses including Agri 220, Agri 371, Agri 321, 323, and 324. So we can include them in the resource list for those courses.*





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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 495                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Special Topics in Horticultural Science<br><b>Course Short Title:</b> Sp Topics: Horticultural Sci                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Students will have an opportunity for an in-depth investigation of specialist areas in horticultural science under the guidance of an expert in the field. Investigations will integrate historical and contemporary Indigenous ways of knowing, land uses, and/or practices as part of the in-depth exploration. Students should check with the Agriculture Technology department to determine course availability and content area for a particular semester.<br><br>Note: Field trips outside of class time may be required.<br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 60 university-level credits including at least three 200-level courses or above in AGRI, BIO, CHEM, or GEOG.                                                                                                                                                                                                                                                                                                                                                                                       |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Supervised laboratory hours (science lab) | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department approval</b> <b>Date of meeting:</b> April 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> April 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> October 25, 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 concepts and techniques in the specialized area in horticultural science under the guidance of an expert in that area.
2. Analyze scientific data from the specialized area in horticultural science.
3. Apply scientific data and recent advances in the specialized area to current practices of commercial horticulture.
4. Communicate effectively by presenting summaries of recent scientific advances in the field of study.
5. Evaluate alternative viewpoints presented in the discussion of the specialist area.
6. Examine the impact of historical and contemporary Indigenous perspectives on the specialized area and vice versa.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 40% | Holistic assessment: | 30% | % |
| Lab work:    | 30% |                      | %   | % |

**Details:**

Holistic assessment can include student-led discussions, reflective journals, and final presentations.

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

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

In-person or online lectures may include demonstrations, small group discussions, audiovisual presentations, and the use of models, videos, and charts. May include group or individual presentations summarizing recent research in the field of study. Labs will include developing specific skills or conducting small experiments.

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

| Type        | Author or description      | Title and publication/access details                    | Year |
|-------------|----------------------------|---------------------------------------------------------|------|
| 1. OER book | Michaels, Hoover and Irish | The Science of Plants - Open Textbook Library (umn.edu) | 2022 |
| 2.          |                            |                                                         |      |
| 3.          |                            |                                                         |      |
| 4.          |                            |                                                         |      |
| 5.          |                            |                                                         |      |

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

Lab coat and appropriate footwear for work that requires going into the greenhouse or outdoor classroom.

**Course Content and Topics**

Example of potential special topic:

**Medicinal Crop Production: Science and Practice**

A survey course examining medicinal plants used in Indigenous and other traditional medicine practices. Examines the biological effects of plant derived chemicals; the scientific evidence related to efficacy; commercial cultivation and regulatory framework. Suitable for students wanting to pursue further study on plant derived chemicals or cultivation of medicinal crops.

**Memo for New Course**

To: Ben Vanderlei, Chair Faculty of Science Curriculum Committee

From: Renee Prasad, Dept. Head Agriculture Technology

Date: April 8, 2024

**Subject: Proposal for new courses (AGRI 496)**

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

1. Rationale for new course, including how this course fits into the program(s): *The proposed new course is a Special Topics course in livestock science. This 400-level special topics also paves the way to identify and develop 400-level courses in Agriculture Technology.*

*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 \(ILOs\)](#): *As a 400-level course the learning outcomes for the course will foster a deeper understanding of livestock sciences. Students will connect (ILO 1 and 2) the special topic with a larger body of pre-existing knowledge, they will come to develop a deeper knowledge of the subject matter with a focus on the current state of applied practice or research in the topic and the impact of the developments on food production (ILO 6 and 8).*
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? *While this courses will not be required beyond the Agriculture Technology BAS program, we have broadened the pre-requisites so that the courses could be taken by students in other program areas at UFV.*
4. Which program areas have been consulted about the course? *Agriculture Technology and Faculty of Science*
5. If a new discipline designation is required, explain why: *No new designation is required.*
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 \(UNDRIP\)](#). *In Agriculture Technology our courses are developed and delivered to closely follow the First Peoples Principles of Learning (<https://www.fnesc.ca/first-peoples-principles-of-learning/>). Courses in Agriculture Technology are focused on the well-being of all lands, not just those that produce food, as well as water and air. As special topics course in livestock science provides an opportunity to delve deeper into scientific methods, developments, and applied practices that help support humane and sustainable livestock production. Our facilities and connections with the local agricultural community allow us to develop strong experiential components for all courses, for example with the UBC Dairy in Agassiz, which*

*specializes in dairy animal welfare. As part of our assessment of special topics courses student will be asked to complete reflective assignments that allow them to share how the process of learning has impacted their understanding of the world around them.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *Each special topics course will be developed with principles of EDI in mind. As 400-level courses the expectations are that assessment will move towards more writing-based assessment with assignments scaffolded so that students can receive feedback and improve. Emphasis will also be placed on peer-review and the iterative nature of developing a final product, e.g. poster, presentation, report, etc. Collaborative work including student lead discussions are also important elements of the delivery of special topics. Providing all students with an opportunity to lead classroom discussions is one way to foster confidence and leadership.*
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.: *Depending on the special topic some courses may require booking in a lab, field trips to local sites (accessible from either CEP or Abbotsford campus) or bringing in animals and working with the Animal Care Committee.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *A lab coat may be required for this course however most students will have their own lab coat by the time they have achieved the pre-requisites. CSA-approved footwear will be required, estimated costs if students do not already have is \$150 to 200.*



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|------------------------------------|----|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 496                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Special Topics in Livestock Science<br><b>Course Short Title:</b> Sp Topics: Livestock Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Students will have an opportunity for an in-depth investigation of specialist areas in livestock science under the guidance of an expert in the field. Investigations will integrate historical and contemporary Indigenous ways of knowing, land uses, and/or practices as part of the in-depth exploration. Students should check with the Agriculture Technology department to determine course availability and content area for a particular semester.<br><br>Note: Field trips outside of class time may be required.<br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 60 university-level credits including at least three 200-level courses or above in AGRI, BIO, CHEM, or GEOG.                                                                                                                                                                                                                                                                                                                                                                                       |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (shop)</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Supervised laboratory hours (science lab) | 10 | Supervised laboratory hours (shop) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Supervised laboratory hours (shop)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department approval</b> <b>Date of meeting:</b> April 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> April 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 25, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |                                    |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Describe concepts and techniques in the specialized area in livestock science under the guidance of an expert in that area.
2. Analyze scientific data from the specialized area in livestock science.
3. Apply scientific data and recent advances in the specialized area to current areas of animal husbandry practice.
4. Communicate effectively by presenting summaries of recent scientific advances in the field of study.
5. Evaluate alternative viewpoints presented in the discussion of the specialist area.
6. Examine the impact of historical and contemporary Indigenous perspectives on the specialized area and vice versa.

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

|              |     |                      |     |  |   |
|--------------|-----|----------------------|-----|--|---|
| Assignments: | 40% | Holistic assessment: | 30% |  | % |
| Lab work:    | 30% |                      | %   |  | % |

**Details:**

Holistic assessment can include student-led discussions, reflective journals, and final presentations.

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

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

In-person or online lectures may include demonstrations, small group discussions, audiovisual presentations, and the use of models, videos, and charts. May include group or individual presentations summarizing recent research in the field of study. Labs will include developing specific skills or conducting small experiments.

**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 | Webster and Magerison | Management and Welfare of Farm Animals: The UFAW Farm Handbook, 6th Edition | 2022 |
| 2.          |                       |                                                                             |      |
| 3.          |                       |                                                                             |      |
| 4.          |                       |                                                                             |      |
| 5.          |                       |                                                                             |      |

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

Lab coat and appropriate footwear for work that requires going into the UFV Demonstration Barn or on to commercial farms.

**Course Content and Topics**

Example of potential special topic:

**Housed Animal Welfare: Poultry and Dairy**

This course explores the current state of knowledge and practice in the area of housed animal welfare. The focus will be on scientific methods used to assess animal response to stress and the recommendations for changes in animal handling and housing within the dairy and poultry sectors.

**Memo for New Course**

To: Ben Vanderlei, Chair Faculty of Science Curriculum Committee

From: Renee Prasad, Dept. Head Agriculture Technology

Date: April 8, 2024

**Subject: Proposal for new courses (AGRI 497)**

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

1. Rationale for new course, including how this course fits into the program(s): *The proposed new courses is a Special Topics courses in agrology – separate from horticulture or livestock sciences. This could for example include courses focused more on agribusiness, climate change mitigation, or technology adaptation. The case studies and projects in the special topics course could include examples from both horticultural crops (e.g. blueberries) and livestock (e.g. poultry). 400-level special topics also paves the way to identify and develop 400-level courses in Agriculture Technology, better meeting the needs of students in the BAS.*

*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 \(ILOs\)](#): *As a 400-level course the learning outcomes for the course will foster a deeper understanding of agrology. Students will connect (ILO 1 and 2) the special topic with a larger body of pre-existing knowledge, they will come to develop a deeper knowledge of the subject matter with a focus on the current state of applied practice or research in the topic and the impact of the developments on food production (ILO 6 and 8).*
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? *While this courses will not be required beyond Agriculture Technology BAS program, we have broadened the pre-requisites so that the courses could be taken by students in other program areas at UFV.*
4. Which program areas have been consulted about the course? *Agriculture Technology and Faculty of Science*
5. If a new discipline designation is required, explain why: *No new designation is required.*
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 \(UNDRIP\)](#). *In Agriculture Technology our courses are developed and delivered to closely follow the First Peoples Principles of Learning (<https://www.fnesc.ca/first-peoples-principles-of-learning/>). Courses in Agriculture Technology are focused on the well-being of all lands, not just those that produce food, as well as water and air. The*

*Special topics courses are an opportunity to delve deeper into scientific methods, developments, and applied practices that help support the production of food and other agricultural products. Our facilities and connections with the local agricultural community allow us to develop strong experiential components for all courses. As part of our assessment of special topics courses student will be asked to complete reflective assignments that allow them to share how the process of learning has impacted their understanding of the world around them.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *Each special topics course will be developed with principles of EDI in mind. As 400-level courses the expectations are that assessment will move towards more writing-based assessment with assignments scaffolded so that students can receive feedback and improve. Emphasis will also be placed on peer-review and the iterative nature of developing a final product, e.g. poster, presentation, report, etc. Collaborative work including student lead discussions are also important elements of the delivery of special topics. Providing all students with an opportunity to lead classroom discussions is one way to foster confidence and leadership.*
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.: *Depending on the special topic some courses may require booking in a lab, field trips to local sites (accessible from either CEP or Abbotsford campus).*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Depending on the Special Topic coat may be required for this course however most students will have their own lab coat by the time they have achieved the pre-requisites.*





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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|----|-------------------------------------------|----|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 497                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Special Topics in Agrology<br><b>Course Short Title:</b> Sp Topics: Agrology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Students will have an opportunity for in-depth investigation of specialist areas in agrology under the guidance of an expert in the field. Investigations will integrate historical and contemporary Indigenous ways of knowing, land uses, and/or practices as part of the in-depth exploration. Students should check with the Agriculture Technology department to determine course availability and content area for a particular semester.<br><br>Note: Field trips outside of class time may be required.<br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 60 university-level credits including at least three 200-level courses or above in AGRI, BIO, CHEM, or GEOG.                                                                                                                                                                                                                                                                                                                                                                                       |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                      |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Experiential (field trip) | 10 | Supervised laboratory hours (science lab) | 10 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> April 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> April 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> October 25, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Describe concepts and techniques in the specialized area in agrology under the guidance of an expert in that area.
2. Analyze scientific data from the specialized area in agrology.
3. Apply scientific data and recent advances in the specialized area to current areas of agrology.
4. Communicate effectively by presenting summaries of recent scientific advances in the field of study.
5. Evaluate alternative viewpoints presented in the discussion of the specialist area.
6. Examine the impact of historical and contemporary Indigenous perspectives on the specialized area and vice versa.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 40% | Holistic assessment: | 30% | % |
| Lab work:    | 30% |                      | %   | % |

**Details:**

Holistic assessment can include student-led discussions, reflective journals, and final presentations.

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

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

In-person or online lectures which may include demonstrations, small group discussions, audiovisual presentations, the use of models, videos, and charts. May include group or individual presentations summarizing recent research in the field of study. Labs will include developing specific skills or conducting small experiments.

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

| Type               | Author or description | Title and publication/access details                                                                                                                                                                                                                                  | Year |
|--------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Online resource | Miller and Miller     | Statistics and Chemometrics for Analytical Chemistry<br>eText ISBN: 9781292186726                                                                                                                                                                                     | 2018 |
| 2. Online resource | Bruntland             | Report of the World Commission on Environment and Development: Our Common Future<br><a href="https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf">https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf</a> | 1987 |
| 3.                 |                       |                                                                                                                                                                                                                                                                       |      |
| 4.                 |                       |                                                                                                                                                                                                                                                                       |      |
| 5.                 |                       |                                                                                                                                                                                                                                                                       |      |

**Required Additional Supplies and Materials**

Lab coat and appropriate footwear for work that requires going into the greenhouse or outdoor classroom or barn or field trips.

**Course Content and Topics**

Examples of potential special topics:

**Metabolomics**

Chemical analysis of biological samples including solid and liquid phase solvent extraction protocols, bioassay-guided fractionation, analytical method development and validation, complex separations and matrix effects, bioinformatics, metabolomics, and proteomics.

**Agrochemicals and the Environment**

This course examines the impact of agrochemicals both on the farm and in the surrounding environment. Field based methods to assess contamination will be practiced along with practical solutions to mitigate environmental contamination.

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Linda Parady, College of Art

Date: April 30, 2024

**Subject: Proposal for Discontinuation of RSS 098**

*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: **RSS 098 was last reviewed in 2010 and was last offered in FALL 2019. It is being discontinued as part of curriculum housekeeping.**

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

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



**MEMO**

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: RSS 098, COLLEGE OF  
**Date:** ARTS MAY 7, 2024

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of implications of the proposed discontinuation of the course RSS 098, and I approve the discontinuation of this course. RSS 098 was last reviewed in 2010 and was last offered in the Fall 2019 term and is not currently included in the course plan. As it is being discontinued as part of curriculum housekeeping, there are no financial implication to the current and ongoing course plans through its discontinuance.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

**Memo for Course Changes**

To: CACC, UEC  
From: Samantha Hannah  
Date: April 25, 2024  
**Subject: Proposal for revision of CMNS 360**

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

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

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

2. Rationale for change: We added content related to interpersonal communication and public speaking and added materials (two new textbook options to reflect that change). The change (as well as the new course title) was made to reflect the realities of working on advocacy campaigns, which require other kinds of communication, apart from writing. Our Program Advisory Committee has been recommending greater emphasis on these as essential skills for our graduates when they begin employment. The change in the course name was made to convey the changes just mentioned. The new name is similar to other post-secondary advocacy programs in Canada. The addition of CMNS 251 as a prerequisite reflects the School's decision to have CMNS 251 as a prerequisite for all of our upper level courses and to ensure that the students are prepared with the foundational writing skills they need to be successful at advanced writing tasks. Lastly, one of the textbooks added, discusses Indigenous modes of advocacy, which is echoed in one of the three new learning outcomes.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes to the learning outcomes were not substantive, and those changes (the additional three learning outcomes) were made to account for the course's inclusion of both interpersonal and public speaking in advocacy communications, as well as Indigenous modes of advocacy.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No.**
5. Which program areas have been consulted about the change(s)? **None.**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course now has as one of its learning outcomes, the opportunity for students to “Consult Indigenous modes of advocacy communication,” so students will be able to explore and learn from Indigenous advocacy campaigns. “Consult” was chosen as a verb from Indigenous taxonomy as opposed to Bloom’s taxonomy. To help students to meet that outcome, we have added *As We Have Always Done: Indigenous Freedom through Radical Resistance*, by Leanne Betasamosake Simpson, as a textbook for 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 changes we made include making a public speech as part of an advocacy campaign, so we are offering another way, apart from writing, for diverse learners to showcase their advocacy communications skills. Course materials are added to Blackboard to improve accessibility, and for some assignments, students are able to choose project topics and outputs that fit their own learning preferences.**
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. **None.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$50 to \$100.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** May 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2030  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 360                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Communicating for Change<br><b>Course Short Title:</b> Communicating for Change                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Students practice advocacy writing at an advanced level. The course focuses on persuasive requests, advocacy plans, media plans, strategy implementation, and advocacy campaigns for social change. Students learn the writing and communication skills connected to larger social and political issues.<br><br>Note: Students will be required to participate in global social media environments.                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | 45 university-level credits including one of the following: CMNS 125, CMNS 155, CMNS 175, CMNS 212, CMNS 251, ENGL 105, or MACS 212.<br>Note: As of September 2025, prerequisites will change to 45 university-level credits including CMNS 251.                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                              |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25 | Tutorials/workshops | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                            | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> October 25, 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 common elements of advocacy communication to effect social change.
2. Evaluate advocacy tools and apply them to different situations.
3. Analyze effective campaigns advocating social change.
4. Use public speaking, writing, and interpersonal communication skills in advocacy efforts.
5. Compose an effective planning document for an advocacy campaign.
6. Consult research, experts, and/or elders regarding Indigenous modes of advocacy communication.
7. Construct a media plan for an advocacy campaign.
8. Develop a comprehensive advocacy campaign.

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

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

**Details:**

|                                           |     |
|-------------------------------------------|-----|
| Letter to the editor                      | 10% |
| Preliminary proposal                      | 10% |
| Literature review of government documents | 10% |
| Web/media analysis                        | 10% |
| Case study of campaign for social change  | 10% |
| Major project                             | 25% |
| Public speech related to major project    | 15% |
| Short writing projects/probes             | 10% |

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

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

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

| Type                    | Author or description   | Title and publication/access details                                                   | Year |
|-------------------------|-------------------------|----------------------------------------------------------------------------------------|------|
| 1. Textbook             | Kuswa, K and Sublett, C | Argumentation and Critical Thought: An Introduction to Advocacy, Reasoning, and Debate | 2016 |
| 2. Indigenous knowledge | Simpson, L              | As We Have Always Done: Indigenous Freedom through Radical Resistance                  | 2020 |
| 3.                      |                         |                                                                                        |      |
| 4.                      |                         |                                                                                        |      |
| 5.                      |                         |                                                                                        |      |

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

**Course Content and Topics**

- Introduction to the course; defining advocacy
- Exploring advocacy genres; letters to the editor
- Public speaking and interpersonal communication in advocacy work
- Examples of advocacy work
- Proposals as a plan for action
- The rhetorical context of advocacy communication
- The research imperative in advocacy work
- Making use of the traditional and online (and social) media
- Fundraising for advocacy work
- Evaluating advocacy efforts
- Advocacy campaign planning, writing, review, revision, and reflection
- Reflection on advocacy



**Memo for Course Changes – ENGL 280**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: 6 May, 2024

**Subject: Proposal for revision of** Children's Literature

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

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

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

2. Rationale for change

- a. This course is due for its regular revision. The texts, course content, and topics have been updated to reflect Indigenization as well as the most recent developments in this field, and the evaluation methods are updated to reflect current best practices in assessment.
- b. Prerequisites are being updated to remove courses that were discontinued in 2018.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#)
4. Two new Learning Outcomes have been added to Indigenize the course (ILOs 8 and 9). These learning outcomes ensure students adopt a decolonizing lens in their reading of children's literature. They correspond with ILOs 5, 6 and 7 in UFV's new Institutional Learning outcomes: "engage with Indigenous knowledge systems," "contribute globally and locally," and "advocate for Equity, Diversity, and Inclusion." These outcomes also align with English program learning outcomes including "appreciate cultural differences as represented in a range of Indigenous, national, and transnational literature, "learn different methods of literary criticism," and "frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments." Is this

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

- a. NA
5. Which program areas have been consulted about the change(s)?
  - a. NA
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - a. The topic selection, which includes works of Indigenous children's literature by Indigenous authors, and the revised learning outcomes respond to UNDRIP Articles 5, 8, 13, and 15 by promoting a variety of Indigenous literatures, demonstrating the vitality of Indigenous cultures, and calling attention to the ways that children's literature has at times reinscribed colonial motifs and value systems.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - a. Assignment design and curriculum delivery offer a broad range of methods and opportunities for students to demonstrate their learning (i.e., written, oral, aural, visual, creative/artistic) The course may be offered online or in hybrid format. Assignments include reflective journal writing, collaborative analysis, and the option of completing a creative project. The assigned readings include selections by authors of colour (e.g. Anjali Bannerji, Hiromi Goto).
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
  - a. NA
9. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. \$150 (textbooks, project materials)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 280                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Children's Literature<br><b>Course Short Title:</b> Children's Literature                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Covers the major periods and genres of children's literature from folk and fairy tales to the present day. Focuses on major authors and themes in children's literature, including images of childhood.                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | (Any two 100-level English courses numbered 105 or higher) or (B or better in ENGL 108 or ENGL 170).                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 25, 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 major authors and works in the history of children's literature published in Europe from the years 1000 through 2010.
2. Identify the attitudes toward childhood presented in various works.
3. Analyze the plots and motifs of works of early children's literature published prior to the "Golden Age" (1865), especially folk and fairy tales, as they reappear in later works.
4. Compare children's fantasy writing and realistic works for children.
5. Analyze literature using appropriate critical methods.
6. Connect the themes of children's literature to the social and political concerns of their historical context.
7. Describe colonial motifs and value systems in both fantasy and realistic works for children.
8. Describe Indigenous value systems and ways of knowing in both fantasy and realistic works for children.

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

|                      |     |              |     |   |
|----------------------|-----|--------------|-----|---|
| Portfolio:           | 50% | Assignments: | 20% | % |
| Holistic assessment: | 15% | Project:     | 15% | % |

**Details:**

Portfolio to include the research essay with scaffolded process pieces (proposal, annotated bibliography, draft, and final essay).

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

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

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

| Type               | Author or description | Title and publication/access details                           | Year |
|--------------------|-----------------------|----------------------------------------------------------------|------|
| 1. Textbook        | Patricia Demers, ed.  | <a href="#">From Instruction to Delight</a>                    | 2015 |
| 2. Online resource | Heidi Anne Heiner     | <a href="#">Sur La Lune Fairy Tales</a>                        | 2023 |
| 3. Online resource | UBC Education Library | <a href="#">Indigenous Children's Literature library guide</a> | 2023 |
| 4. Textbook        | George Macdonald      | <i>The Princess and the Goblin</i>                             | 1872 |
| 5. Textbook        | Louisa May Alcott     | <i>Little Women</i>                                            | 1868 |
| 6. Textbook        | L. M. Montgomery      | <i>Anne of Green Gables</i>                                    | 1908 |
| 7. Textbook        | Kit Pearson           | <i>Awake and Dreaming</i>                                      | 1996 |
| 8. Textbook        | Anjali Bannerji       | <i>Maya Running</i>                                            | 2005 |
| 9. Textbook        | Hiroimi Goto          | <i>Half World</i>                                              | 2009 |

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

**Course Content and Topics**

- What is children's literature? What is children's literature for?
- Images of the child: a whirlwind historical overview, Aesop to Newbery
- A whirlwind historical overview: the ladies of the 18th and 19th centuries
- The great migration: once upon a time, fairy tales became children's literature
- Colonialism and children's literature; "natives", "others", and Indigeneity
- The child at home: the domestic tradition
- The child as (dis)obedient: the fantastic tradition
- The child as imaginative: the romantic tradition
- The child as participatory learner: Indigenous traditions
- The child enmeshed in social class: "isms" in realistic children's literature
- The child as clown: children's literature as a (dangerously?) entertaining enterprise
- The child as empowered: contemporary, child-centered children's literature

**Memo for Course Changes – ENGL 315**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: May 6, 2024

**Subject: Proposal for revision of** Creative Writing: Children's Literature

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

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

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

2. Rationale for change:

- a. This course is due for its regular revision. The texts, course content, learning outcomes, and topics have been updated to reflect Indigenization as well as the most recent developments in this field, and the evaluation methods are updated to reflect current best practices in assessment.

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

- a. Two new Learning Outcomes have been added to Indigenize the course: learning outcomes 2 and 3 ensure that students are exposed to children's storytelling outside of the Western canon and that the course incorporates Indigenous perspectives while learning to develop and apply appropriate diversity strategies. These correspond to ILOs 5, 6, 7, and 8 in UFV's new Institutional Learning Outcomes: in this course, students learn to "engage with Indigenous knowledge systems," "contribute locally and globally," "advocate for equity, diversity, and inclusion," and "engage in reflection for action." These outcomes also align with English program learning outcomes including "appreciate cultural differences as represented in a range of Indigenous, national, and transnational literature," "learn different methods of literary criticism," 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?
  - a. NA
5. Which program areas have been consulted about the change(s)?
  - a. NA
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - a. The topic selection, which includes concepts related to cultural diversity applicable to the zeitgeist of contemporary Canadian Indigenous children's literature, as well as works of Indigenous children's literature by Indigenous authors, responds to UNDRIP Articles 5, 8, 13, and 15 by promoting and demonstrating the vitality of Indigenous literatures and cultures, and by calling attention to the role that the reading and writing of children's literature may play in decolonization and reconciliation.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - a. Assignment design and curriculum delivery offer a broad range of methods and opportunities for students to participate in course activities and demonstrate their learning (i.e., written, oral, aural, visual, creative/artistic). Students are assessed via a portfolio of creative writing produced over the term, as well as through their participation in workshops and discussion with peers. Required readings include selections by Indigenous authors (Greg Younging) and by Canadian authors of diverse cultural backgrounds.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
  - a. NA
9. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. \$75 (textbooks, project materials)

**CWC comment and response:**

- Evaluation: is "participation" an accurate description of how students are assessed as part of the holistic assessment, or is there a different way this should be described? UEC often has concerns about the inclusion of participation as a method of assessment, particularly when it is connected to more than 10% of the evaluation.

*Please change "workshop and participation" to "workshopping feedback--verbal and written."*

*The instructor provides this context: in light of post-covid realities and students' diverse accessibility needs, "my new approach is to quantify the quality and quantity of workshopping feedback a student provides to their peers, with options for written, verbal, in-person, and online (i.e., BB Discussion Board) formats."*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2007  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2030  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 315                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Creative Writing: Children's Literature<br><b>Course Short Title:</b> Cr Writing: Children's Lit                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students will learn techniques to produce successful children's literature in several genres such as picture books, poetry, and early chapter books using samples of contemporary Canadian children's literature as models. Writing produced in the class will be critiqued in a workshop setting. Special emphasis will be placed on learning the skill of constructive critical analysis of new writing. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | Two 200-level English courses including one of ENGL 208, ENGL 211, ENGL 212, ENGL 213, or ENGL 215.                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 | Tutorials/workshops | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                            | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                        | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> October 25, 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. Articulate the creative elements in children's literature.
2. Identify the aesthetically different but equally valuable "traditional" literary techniques of "Western" children's literature and those of Indigenous storytelling.
3. Develop and apply appropriate diversity strategies (avoid cultural appropriation, incorporate cultural diversity, incorporate sensitivity reader(s) into drafting/revision process, etc.).
4. Use genre techniques specific to contemporary, Canadian children's literature (including Indigenous storytelling techniques) to write children's literature.
5. Provide constructive written and verbal feedback on classmates' draft writing.
6. Analyze children's literature using appropriate critical methods.
7. Apply key terms in discussions of critical approaches to children's literature.

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

|                      |     |              |     |  |   |
|----------------------|-----|--------------|-----|--|---|
| Portfolio:           | 50% | Assignments: | 25% |  | % |
| Holistic assessment: | 25% |              | %   |  | % |

**Details:**

Portfolio of writing samples covering several genres (30 pages approx.): 50%  
 Writing exercises and assignments: 25%  
 Workshopping feedback – verbal and written: 25%

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

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

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

| Type               | Author or description           | Title and publication/access details                                                                                          | Year |
|--------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Other           | Superle                         | Custom course pack on writing elements and techniques relevant to contemporary, Canadian children's literature.               | 2020 |
| 2. Online resource | Canadian Children's Book Centre | Relevant online resources, for example the diversity book bank lists from the <a href="#">Canadian Children's Book Centre</a> | 2023 |
| 3. Textbook        | Greg Younging                   | Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples                                             | 2018 |
| 4.                 |                                 |                                                                                                                               |      |

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

**Course Content and Topics**

- What is children's literature?
- Children's literature in Canada today
- Art vs. craft
- YOUR artistic process
- Revision and workshopping
- Poetry for children: rhyme and reason
- Picture books: the whole world in a thousand words or less
- Fiction for children: genres, expectations, possibilities, limitations
- Cultural considerations: narrative traditions, diversity, sensitivity
- Who's who and why: character building through character driver
- Complete control: point of view, perspective, narration
- Now and then: narrative arcs through scene and summary
- And then...: narrative arcs through plot and conflict
- Where and when = why: setting as character
- The secrets you want to share: symbol and theme
- The one and only you: voice and style



**Memo for Course Changes**

To: UEC

From: Director, School of Computing and Dr. Opeyemi Adesina

Date: 5<sup>th</sup> September 2023

**Subject: Proposal for revision of PRACTICUM (COMP 486)**

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

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

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

2. Rationale for change: *This course is currently restricted only to Coding Skills Associate Certificate program students. By eliminating this restriction, we improve access to students in our programs, particularly those specializing in Software Engineering.*

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 are no changes to the learning outcomes.*

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

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

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

*Student placements with Indigenous employers are sought as often as possible. While the faculty are building capacity to prepare our students to be Indigenization ready prior to practicum, these collaborative efforts with Indigenous employers would increase student capacities and impact their learning. It will also strengthen our relationship with the Indigenous communities and businesses, thus giving us access to a wide range of employers who may need the services of our students while*

*also acquiring and applying the knowledge to solving real-world problems.* How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

- *Students are placed in cross-functional teams within an organization to collaborate with colleagues in delivering business values while solving real-world problems.*
  - *To effectively solve these problems – they will draw from knowledge and expertise from all they learnt during their studies (at different levels and courses). Additionally, they will acquire technical and soft skills required to excel in their career.*
  - *Students will meet regularly with their manager and academic supervisor for feedback and progress reporting. The blend of academic and industrial supervisors provides students with diverse perspectives to solving problems.*
  - *We will continuously review this course and implement feedback gathered from students and their employer(s) to ensure continued relevance, especially in a rapidly changing field of computing.*
7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *There are no expected costs for textbooks. We shall explore the Open-Ed textbooks and research articles (conference proceedings and journals) as may be needed to fulfill course objectives.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2030  
**Course outline form version:** 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------|----|--|--|--|--|--|--|--------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COMP 486                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Course Full Title:</b> Practicum<br><b>Course Short Title:</b> Practicum                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Department/School:</b> Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Provides students with an opportunity to gain experience in the role of a junior software developer in a workplace setting. Students will receive feedback about their competencies in relation to the demands of the practicum setting and assessed on how they have incorporated Indigenous storywork principles in their development activities.                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | COMP 359, COMP 370, and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | COMP 386.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                  |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>35</b> |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Practicum</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Supervised online activities</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>115</b></td> </tr> </table> |            | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 100 | Supervised online activities | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>115</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a practicum course |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 100        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>115</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                        |            | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                     |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            | <b>Date of meeting:</b> November 17, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                              |    |  |  |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Date of meeting:</b> October 25, 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. Use software development processes to maintain or create software systems.
2. Apply design principles to software systems design.
3. Work collaboratively with a team in a business environment.
4. Use industry best practices for writing and maintaining code.
5. Design new solutions to programming problems in a business environment.
6. Apply Indigenous storywork principles to a real-world project.

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

|                   |     |                      |     |  |   |
|-------------------|-----|----------------------|-----|--|---|
| Field experience: | 80% | Holistic assessment: | 20% |  | % |
|                   | %   |                      | %   |  | % |

**Details:** Typical assessment breakdown is as follows.

Field experience:

- Software development processes: 15%
- Design principles: 20%
- Effective collaboration: 15%
- Best practices (in writing and maintaining source codes): 20%
- Designed solution: 10%

Holistic Assessment:

- Reflection on Indigenous storywork principles: 20%

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

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

Field placement, online supervised learning.

**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 | Q'um Q'um Xiiem, Jo-ann Archibald | Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit | 2008 |
| 2.          |                                   |                                                                   |      |
| 3.          |                                   |                                                                   |      |
| 4.          |                                   |                                                                   |      |
| 5.          |                                   |                                                                   |      |

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

**Course Content and Topics**

- Indigenous storywork principles
- Unit testing
- Continuous integration
- Web API development
- Data mining
- Mobile application development
- Content management systems



## MEMO

To: Samantha Pattridge, UEC Chair  
From: Chris Campbell, Associate Director, Program Development and Quality Assurance  
Cc: Ismail El Sayad, Program Working Group Chair  
Date: October 15, 2024  
Re: Proposal for Information Systems- Cybersecurity, Software Engineering, Post Baccalaureate Diplomas

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Please accept the following attachments as part of the submission to UEC for the October 25, 2024 meeting:

- The full proposal and appendices for Information Systems- Cybersecurity, Software Engineering, Post Baccalaureate Diplomas. The attachments are submitted on behalf of the Program Working Group.

The Business and Computing Faculty Council approved the proposal on October 13, 2023. The proposal went to University Wide Notification from October 13, 2023- October 20, 2023. UEC pre-check reviewed this proposal in June 2024, and it was posted for campus-wide consultation in September 2024.

*Note: Documents are available in Teams and S:\Groups\UEC\2024-10-25 Information Systems.*

### **Program Summary:**

The School of Computing proposes three interconnected PBD programs under the umbrella of Information Systems: Artificial Intelligence and Machine Learning, Software Engineering, and Cybersecurity. The three programs share a first-year common cohort. The degree can be completed in four semesters of full-time study. There is a maximum enrollment of 35 students in each class. Part-time study and prior learning assessment and recognition (PLAR) are also possible. Successful completion regardless of selected stream requires 48 credits.

We will utilize the common learning outcomes of the Information Systems- Cybersecurity, Software Engineering, Post Baccalaureate Diplomas to:

- Use current techniques, skills, and tools necessary for Information Systems and Technology.
- Analyze the local and global impact of computing on individuals, organizations, society, and Indigenous contexts.
- Employ interpersonal, teambuilding, and leadership skills to solve problems independently and in diverse teams.
- Apply ethical considerations in information systems practice.

### **Program Working Group Chair:**

Ismail El Sayad, PWG Chair, Assistant Professor, School Computing

### **Concept Paper:**

A concept paper is not required for the expedited approvals process.

**Memo for Program Changes**

To: Faculty of Education, Community and Human Development Curriculum Committee

From: Carolyn MacLaren

Date: April 9, 2024

**Subject: Medical Office Assistant Program**

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:
  - a. How to Apply - Deletion of words
  - b. Basis for admission decision - Addition of two notes
  - c. Program duration - Reworded

2. Rationale for change(s):

**Entrance Requirement Updated**

- a. **Removed Note:** “Applicants are required to submit documentation for the requirements listed below. The first two should be sent to the Office of the Registrar; typing certification and criminal record check should be sent to Continuing Education.”  
**Rationale:** Typing certification which was sent to Continuing Education is no longer required and the required documentation needs to be sent to the Office of the Registrar.
- b. **Reworded entrance** requirements to the MOA program so the requirements are more specific and pertinent only to the admissions process.
- c. **Note 1:** Note has been moved to “Basis for admission decision” and has been reworded: “It is assumed that applicants will possess basic computer skills” has been replaced with a more specific statement “Applicants are expected to have foundational digital literacy/computer skills to ensure they have the skills necessary for success in the program.”
- d. **Note 2 Changed:** Note has been moved to “Basis for admission decision” section and has been reworded: “A typing speed of 40 net wpm is required for graduation from this program.” Has been replaced with “Applicants will not be tested on their typing skills upon

program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 40 net w.p.m.”

**Rationale for Eliminating the Typing Test:** This change was based on research related to job postings input from some practicum hosts, and the widespread adoption of office technologies which no longer require typing speeds (including drop down menus and AI tools). Employers have differing expectations regarding typing speed, with some not mandating typing skills for employment. We will maintain the option for students to enroll in a typing course if they wish to enhance their speed for any future job opportunities.

**Program duration** – Edited sentence to improve the wording.

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

Program outcomes have not been changed.

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

Indigenization and decolonization are a continuous process within CE. Explicit examples include the use of flexible delivery methods, student participation in Indigenous events during class time, observation of significant Indigenous occasions, introduction to territorial acknowledgements, and incorporation of Indigenous learning materials, as available.

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

No additional resources are required and there are no additional costs.

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

Students will experience fewer encumbrances to entry into the program. A keyboarding course will still be offered to students who are interested in taking it.

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 are no changes to the required core or elective credits.

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.)

A keyboarding course is offered throughout the year and will continue to be offered as an optional course and students can still take the typing test through UFV Assessment Services.

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.

There are no required or elective courses needed from other disciplines.

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.

There are no budgetary implications for these changes.



## **Medical Office Assistant certificate**

The Medical Office Assistant certificate program is designed to prepare students to work as medical office assistants in the medical field.

Students are expected to have foundational digital literacy/computer skills in order to be successful in this program. To gain employment in the industry, graduates may also be expected to have a minimum keyboarding speed of 40 words per minute.

UFV also offers an [Advanced Medical Office Assistant certificate](#).

### **Entrance requirements**

Note: Applicants are required to submit documentation for the requirements listed below. The first two should be sent to the Office of the Registrar; typing certification and criminal record check should be sent to Continuing Education.

1. Completion of Grade 12 or equivalent.
2. Applicants must meet the Entry level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar.
3. 30 net wpm minimum typing speed (attach copy of certification).
4. Successful interview with instructor.
5. Willingness to undergo a criminal record check.

Note 1: It is assumed that applicants will possess basic computer skills.

Note 2: A typing speed of 40 net wpm is required for graduation from this program.

Applicants must meet all of the following entrance requirements:

1. 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.

and

2. Applicants may apply based on ~~one~~ One of the following:
  - o B.C. secondary school graduation or equivalent.; ~~or~~
  - o ~~Non high school graduation, and~~ 19 years or older on the first day of classes.

### **When to apply**

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

## **How to apply**

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).
2. Submit required documentation to the Office of the Registrar, ~~and Continuing Education~~.
3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. Full [tuition](#) is due at the time of registration.

## **Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

~~Note 1: Applicants are expected to have foundational digital literacy/computer skills to ensure they have the skills necessary for success in the program.~~

~~Note 2: Applicants will not be tested on their typing skills upon program entrance; however, to gain employment in the industry graduates may be expected to have a minimum of 40 net w.p.m.~~

## **Fees and additional costs**

Please see the [Continuing Education](#) webpage for current fee information. See the [Fees and Other Costs](#) section for additional information.

## **Financial aid**

Financial aid is available from a variety of sources. For more information contact the [Financial Aid and Awards](#) office at either the Abbotsford or Chilliwack campus. A variety of bursary applications are also available from the Financial Aid and Awards offices.

## **Program duration**

The Medical Office Assistant certificate ~~is a full-time program that is completed in four and a half months. is four and a half months in duration and is completed in a full-time capacity.~~

## **Location**

The program is located at the Clearbrook Centre in Abbotsford.

## **Program outline**

The program is comprised of eight modules. Students complete a combination of theory and practice-related exercises before participating in a two-week medical office practicum placement. The practicum is followed by a one-week in-class final program review.

The eight modules are:

- Communication Skills
- Medical Terminology
- Pharmacology
- Medical Office Procedures
- Billing
- Clinical
- Practicum
- Review

## **Practicum regulations**

In order to qualify for the practicum module, students must ~~have successfully completed~~ all previous courses with an A- or better. and attendance requirements.

When students qualify for a practicum, UFV Continuing Education will assign them a placement that provides them with meaningful work-like experience and exposure to a medical office.

Practicum placements reflect the business practices of the practicum host, which includes placement during standard business hours. Transportation to the practicum site is students' responsibility and may require travel outside their community of residence. If a student refuses an assigned practicum site, they will need to find their own site and obtain departmental approval prior to the start of their practicum.

Please discuss any barriers that may affect practicum assignment with UFV Continuing Education immediately after registration.

Note: Students may need to submit a satisfactory Criminal Record Check before starting their practicum, depending on the requirements of the practicum site.

## **Program requirements**

Students will be evaluated for each module in the program on classroom participation, classroom assignments, study projects, and by examination.

Students must successfully complete the theory component with a grade average of 80% and an attendance record of 90%. Students must successfully complete all theory components prior to practicum placement.

## **Graduation requirements**

To be eligible to graduate, students must successfully complete ~~both theory and practicum~~all courses with an A- or better and receive credit (CR) for the practicum.

## **For more information**

Contact Continuing Education at 604-851-6324, or 604-504-7441 local 6324, or toll-free (within Canada) 1-888-504-7441 local 6324, or [continuingeducation@ufv.ca](mailto:continuingeducation@ufv.ca).