



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
October 30, 2020 - 10:00 AM
Zoom

AGENDA

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**1. APPROVAL OF THE AGENDA**

1.1.

**2. APPROVAL OF UEC MINUTES**

3 - 7      **2.1.** UEC draft minutes: October 2, 2020

**3. COURSES AND PROGRAMS**

8 - 13      **3.1. Criminology and Criminal Justice**  
Changes including title and prerequisites: CRIM 335

MOTION: To approve the CRIM 335 course outline as presented.

14 -      **3.2. Global Development Studies**  
18      New course: GDS 260, Gender and Global Development

MOTION: To approve the GDS 260 course outline as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

19 -      **4.1. Calendar year discussion**  
20

21 -      **4.2. English Language Proficiency Requirements**  
22      Extension of Duolingo

**4.3. Indigenization in course memos and course outlines**

**4.4. Standardization of prerequisites, including minimum standards**

**4.5. Inclusion of iterative skills-based activities on course outlines**

**4.6. APPC report**

**4.7. Senate report**

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**5. INFORMATION ITEMS**

- 5.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

**6. ADJOURNMENT**



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

October 2, 2020  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Adrianna Bakos, Sue Brigden, Vlad Dvoracek, Kelly Guiaya, Shirley Hardman, Claire Hay, Jonathan Hughes, Bobby Jaswal, Amber Johnston, David Johnston, Gilmour Jope, Bruce Kirkley, Rashad Mammadov, David McGuire, Elaine Newman, Linda Pardy, Samantha Pattridge, Teresa Arroliga-Piper, Shelley Stefan, Sven Van de Wetering, and Martin Warkentin  
**ABSENT:** Donna Alary, Peter Geller, Neeraj Kumar, Kirsten Robertson, and Tripat Sandhu  
**GUESTS:** Tetsuomi Anzai, Marlene Murray, Sarah Graham, Stephen Piper, Norm Taylor  
**RECORDER:** Amanda Grimson

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

#### **2. UEC BUSINESS**

##### **2.1. Election of UEC Chair for 2020/21**

Vice-Chair David Johnston took over the Chair for this item. Samantha Pattridge was nominated and seconded. There were no other nominations.

**MOTION:**

To appoint Samantha Pattridge as UEC Chair for 2020/21.

CARRIED; ABSTENTION: 1

#### **3. APPROVAL OF UEC MINUTES**

##### **3.1. UEC draft minutes: April 24, 2020**

**MOTION:**

To approve the draft minutes as presented.

CARRIED; ABSTENTION: 1

#### **4. COURSE OUTLINES**

##### **4.1. Communications**

New course: CMNS 126, Communication Visually in Organizations

Review with changes including prerequisites: CMNS 175

Review with changes: CMNS 180

Review with changes including title, prerequisites, and total hours: CMNS 301/JRNL 301

S. Hardman (Senior Advisor on Indigenous Affairs) noted that responses to the memo question regarding indigenization are insufficient for many of the courses on this agenda. This is something that UEC should address institution-wide this year. Part of the issue may be that the memo question needs to be revised, as it

asks about thought process ("what consideration has been given to indigenization") rather than action.

It would be helpful to have a common statement that can be sent to all departments advising them to consult with the Indigenous Affairs Office. S. Hardman will work with the UEC Chair, Vice-Chair, and Assistant to develop this statement.

**MOTION:**

To approve the CMNS course outlines as presented.

CARRIED

**4.2. Creative Arts**

Review with changes including prerequisites: THEA 306/MUSC 306

Review with changes including pre/corequisites: VA 404

**MOTION:**

To approve the THEA 306/MUSC 306 course outline as presented.

CARRIED

**MOTION:**

To approve the VA 404 course outline as presented.

CARRIED

**4.3. English for Academic Preparation**

New course: EAP 079, Integrated Academic Studies

New course: EAP 086, Academic Interactive Communications: University Bridge Level

**MOTION:**

To approve the new EAP 079 and 086 course outlines as presented.

CARRIED

**4.4. Global Development Studies**

New course: GDS 299, Special Topics in Development Studies I

New course: GDS 399, Special Topics in Development Studies II

**MOTION:**

To approve the new GDS 299 and 399 course outlines as amended:

- A note will be added to the calendar description that field trips may be required.

CARRIED

**4.5. Library and Information Technology**

Discontinuation: LIBT 161, 265

**MOTION:**

To discontinue LIBT 161 and 265 as presented.

CARRIED

**4.6. Mathematics and Statistics**

Changes including equivalent courses: STAT 104

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Review with changes including equivalent courses: STAT 106

**MOTION:**

To approve the STAT course outlines as presented.  
CARRIED

**4.7. Media Arts**

New course: MEDA 395, Special Topics in Media Arts

New course: MEDA 490, Directed Studies in Media Arts

**MOTION:**

To approve the new MEDA 395 and 490 course outlines as presented.  
CARRIED

**4.8. Physics**

Review with changes: ENGR 113

Review with changes including prerequisites and pre/corequisites: PHYS 111

Review with changes including total hours: PHYS 221

Review with changes including total hours: PHYS 225

Review with changes including prerequisites and total hours: PHYS 382

Review with changes including total hours: PHYS 408

Review with changes including total hours and course number (formerly PHYS 383): PHYS 482

It was noted that the course content section for ENGR 113 includes an unusual level of detail. N. Taylor (Physics department head) will discuss this with the instructor and bring any revisions to the UEC Screening Subcommittee.

**MOTION:**

To approved the ENGR 113 course outline pending revisions of the course content section, to be brought to the UEC Screening Subcommittee for final approval.  
CARRIED

**MOTION:**

To approved the PHYS 111 course outline as presented.  
CARRIED

**MOTION:**

To approve the PHYS 221 course outline as presented.  
CARRIED

**MOTION:**

To approve the PHYS 225 course outline as presented.  
CARRIED

**MOTION:**

To approve the PHYS 382 course outline as amended:

- Learning outcome #5: "Do" will be changed to "Complete".

CARRIED

**MOTION:**

To approve the PHYS 408 course outline as amended:

- Maximum enrolment will be changed from 24 to 6, pending Dean's approval.
- Learning outcome #1 will be deleted.
- Learning outcome #4 will be deleted, and a note will be added to the calendar description advising that independent study will be required.

CARRIED

**MOTION:**

To approve the PHYS 482 course outline as amended:

- Learning outcome #5: "Do" will be changed to "Complete".

CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Quality Assurance Process Audit institution report draft review**

UEC members were asked to review the draft report and send any feedback to pdqa@ufv.ca.

**5.2. Membership on UEC Subcommittees**

The Terms of Reference for all UEC subcommittees should be reviewed this year.

**Admissions Subcommittee:**

This subcommittee is effectively dormant.

**Transfer Credit Subcommittee:**

- Registrar or designate: David Johnston
- Two UEC members: Peter Geller, Sue Brigden
- At least two additional faculty (as diverse a representation as possible): Teresa Piper, Samantha Pattridge
- One advisor: vacant

The advisor who has been serving on this subcommittee is on leave, but another advisor has expressed interest.

**Policy Subcommittee membership:**

- One UEC Chair: Samantha Pattridge
- Registrar (or designate): David Johnston
- One UEC Faculty members (two-year term): Teresa Piper
- One UEC Advisor: Bobby Jaswal
- One IR representative: Donna Alary
- One Dean: John English
- Two UEC at large members (two-year term): Bruce Kirkley, vacant

There is one vacancy on this subcommittee for any UEC member.

**Screening Subcommittee:**

- One UEC Chair: Samantha Pattridge

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- Registrar (or designate): David Johnston
- UEC Assistant: Amanda Grimson
- UEC Faculty member (two-year term): Rashad Mammadov
- UEC Advisor (two-year term): Bobby Jaswal
- CFO/SBC representative: Mark Brosinski

This subcommittee is complete.

**5.3. APPC report**

Registrar D. Johnston provided a brief update on APPC.

**5.4. Senate report**

Senate has approved the mode of instruction for Winter 2021, which will be primarily remote with some face-to-face classes.

**5.5. Committee goals for 2020/21**

Topics for UEC to examine this year include:

- How indigenization is addressed in course memos and course outlines
- Standardization of prerequisites, including minimum standards
- Inclusion of iterative skills-based activities on course outlines

**6. INFORMATION ITEMS**

**6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
MATH 092, 093  
PHYS 352

**6.2. Program suspension**  
Suspension: Hospitality Event Planning certificate

**6.3. UEC Terms of Reference**

**6.4. UEC meeting dates for 2020/21**

**6.5. UEC membership for 2020/21**

**6.6. Other UEC documents and resources**

- [Program and Course Approval Procedures](#)
- [Guiding Principles for Quality Curriculum](#)
- [UEC Resources](#)
- [Procedures and Guidelines for Senate Standing Committees](#)

**7. ADJOURNMENT**

**Memo for Course Changes**

To: Linda Pardy, College of Arts Curriculum Committee Chair  
From: Zina Lee, Director of the School of Criminology and Criminal Justice  
Date: August 17, 2020  
Subject: Proposal for Revision of CRIM 335

**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. Title, Calendar Description, Learning Outcomes, and Texts/Resource Materials: CRIM 335 has been redesigned to focus on human rights in the context of criminal justice, in both theory and practice. For example, the course addresses the inherent tensions between the theory of human rights in various legal instruments and how these rights are defended, protected, and ignored by our justice system.
- b. Prerequisites: We are requesting to raise the pre-requisites to 60 credits as this is a course that students should take in the upper years of study. In addition, we have changed the lower level pre-requisites to include two specific 1st-year courses, CRIM 103 (Introduction to the Criminal Justice System) and CRIM 135 (Introduction to Canadian Law and Legal Institutions) rather than the more generic 6 additional credits of 100 or 200 level CRIM courses as these two courses provide a more specific foundation for the topics discussed in CRIM 335.
- c. Antirequisite Courses: The CRIM 335 official course outline indicates that it is an equivalent course to POSC 335, meaning that there is enough overlap between the two courses that students should not be able to receive credit for both. However, both CRIM and POSC feel that there is now enough distinction between these courses to allow students to take both courses and receive credits for each. We are requesting that the notation of POSC 335 as an equivalent course be removed.



3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

The revised learning outcomes more closely align with our CRIM learning outcomes, which include giving students the knowledge and skills to apply criminological and criminal justice principles to effect individual, community, and organizational challenges. Similarly, they also more closely align with UFV's institutional learning outcomes of analyzing critically and imaginatively, using knowledge and skills proficiently, initiating inquiries and developing solutions to problems, communicating effectively, engaging in collaborative leadership, engaging in respectful and professional practices, and contributing regionally and globally. As a result of the revised learning outcomes, students will be better prepared for the complex human rights challenges that they will likely face as criminal justice professionals.

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

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

POSC has been consulted and is in support of the removal of the equivalent course designation (please see the email from the POSC Department Head).

6. What consideration has been given to indigenizing the curriculum?

The revised course outline includes Indigenous communities and the United Nations Declaration on the Rights of Indigenous Peoples as part of its learning outcomes, required reading, and typical course content and topics. In addition, although Indigenous Peoples are not specifically referred to in all weekly content, Indigenous rights are integrated across all lectures as the topics are relevant to Indigenous Peoples and communities.

7. If this course is not eligible for PLAR, explain why: N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A

- a. Credit value
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

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

### CWC comments and responses:

- Why is it important that this course be taken “in the upper years of study” as indicated in the memo? Are 60 credits really necessary for student success, as per policy 84, Prerequisites and Co-requisites?

*This is an upper-level course and the completion of 60 credits is the equivalent of two years of study. In order for students to be set up to succeed in the course and achieve its learning outcomes, they require a foundation of knowledge in various CRIM courses that are delivered in the first and second years of study. The completion of 60 credits, including CRIM 103 and CRIM 135, will provide students with the necessary foundational knowledge and writing skills to think critically about complex criminal justice issues.*

- Learning outcomes #4 and #9: “understand” should be replaced with more measurable verbs.

*To address the last comment, we have now removed learning outcome #4. "Understand" in learning outcome #9 has been replaced with "articulate how" and a few other minor revisions have been made to wording.*

- Are there too many complex learning outcomes for a 45 hour course?

*We removed learning outcomes #3, #4, and #6, and revised learning outcome #5. There are now 7 learning outcomes, which is consistent with the previous number of learning outcomes.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2021  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2024  
**Course outline form version:** 05/18/2018

## 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> CRIM 335                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Course Full Title:</b> Justice and Human Rights<br><b>Course Short Title:</b> Justice and Human Rights<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> CRIM                                                                                                                                                                                                                                    |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Examines the historical, legal, and political nature of human rights in Canada and internationally, emphasizing key tensions in the theory and practice of justice and human rights. Considers the role of justice systems in protecting and denying civil, political, and equality rights and rights of redress, especially for vulnerable groups.                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 45 university-level credits including CRIM 100 and 6 additional credits of 100- or 200-level CRIM. Note: As of January 2022, prerequisites will change to: 60 university-level credits including CRIM 103 and CRIM 135.                                                                  |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <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>NONE</b><br>Cross-listed with: <b>NONE</b><br>Dual-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>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</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 hours                                                                                                                                                                                                                                                                    | 45 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 27<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Department / Program Head or Director:</b> Zina Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> June 30, 2020                                                                                                                                                                                                                                                      |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> September 18, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> September 18, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> October 23, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 30, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |  |

## Learning Outcomes:

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

- Appraise the role of justice institutions in upholding, promoting, protecting, and denying human rights and understand the main human rights issues encountered by individuals involved in criminal justice systems.
- Describe the history, concept, and content of human rights, including Canadian contributions to human rights development.
- Discuss the international legal framework for human rights protection and its relevance for the Canadian criminal justice system, especially the United Nations Declaration on the Rights of Indigenous Peoples, the nine-core international human rights instruments, their optional protocols, and monitoring mechanisms, and international standards and norms related to crime prevention and criminal justice.
- Describe the domestic legal framework for human rights protection and its relevance for the Canadian criminal justice system, with reference to the *Canadian Charter of Rights and Freedoms*, and federal and provincial human rights laws.
- Discuss concrete examples of violations of human rights, especially those pertaining to crime prevention and criminal justice, and how individuals whose rights have been violated have sought redress via domestic and international human rights bodies and mechanisms.
- Articulate how specific populations, especially Indigenous people, may be more likely to experience human rights violations necessitating enhanced protection measures or special considerations.
- Identify emerging issues and challenges in relation to justice and human rights and suggest how they may be addressed.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures and guest lecturers.

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

## Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

| Author (surname, initials)    | Title (article, book, journal, etc.)                                 | Current ed.                         | Publisher               | Year |
|-------------------------------|----------------------------------------------------------------------|-------------------------------------|-------------------------|------|
| 1. Sharpe, R.J. and Roach, K. | <i>The Charter of Rights and Freedoms</i> (6 <sup>th</sup> edition), | <input checked="" type="checkbox"/> | Irwin Law               | 2017 |
| 2. Smith, R.K.M.              | International Human Rights Law (9 <sup>th</sup> edition)             | <input type="checkbox"/>            | Oxford University Press | 2020 |
| 3. United Nations             | UN Declaration on the Rights of Indigenous Peoples                   | <input type="checkbox"/>            | United Nations          | 2011 |
| 4.                            |                                                                      | <input type="checkbox"/>            |                         |      |

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |                |      |
|----------------|-----|--------------|-----|-------------------|---|----------------|------|
| Final exam:    | 30% | Assignments: | 30% | Field experience: | % | Portfolio:     | %    |
| Midterm exam:  | 30% | Project:     | %   | Practicum:        | % | Participation: | 10%  |
| Quizzes/tests: | %   | Lab work:    | %   | Shop work:        | % | Total:         | 100% |

## Details (if necessary):

## Typical Course Content and Topics

### Conceptual and Legal Framework

Week 1: Introduction to the course and the concept of human rights

Week 2: Foundations of human rights

Week 3: International human rights instruments and mechanisms, including the UN Declaration on the Rights of Indigenous Peoples and the UN standards and norms in crime prevention and criminal justice

Week 4: Domestic human rights instruments and mechanisms

### Criminal Justice and Human Rights in Practice

Week 5: Self-determination, Indigenous rights, and Indigenous justice<sup>1</sup>

Week 6: Fundamental freedoms and the criminal justice system

Week 7: Mobility rights and the criminal justice system

Week 8: Personal security rights and the criminal justice system

Week 9: Access to justice and the criminal justice system

Week 10: Legal rights in the criminal justice process

Week 11: Equality rights and rights of non-discrimination and the criminal justice system

### New Directions

Week 12: Emerging human rights issues and challenges

Week 13: Enhancing and promoting justice and human rights in practice and looking to the future

<sup>1</sup> Please note that Indigenous rights are fully integrated across all lectures.



**Memo for New Course**

To: College of Arts Curriculum Committee (CACC); Undergraduate Education Committee (UEC)

From: Stephen Piper, GDS Program Chair & Geetanjali Gill, GDS Assistant Professor

Date: June 18, 2020

**Subject: Proposal for new course – GDS 260 Gender and Global Development**

1. Rationale for new course:

*This course fills a gap in the GDS course offerings, helping students to understand and to learn about the gendered nature of development processes by drawing upon a wide breadth of themes from several regions in the global South. Students will examine how considerations of gender have been embraced by development actors, and how they have been integrated into the work of development organizations. A focus is placed on how Canada's development assistance policies emphasize gender-transformative and feminist development.*

2. How this new course fits into program(s):

*This may become a required course for the program (to be determined in our upcoming curriculum review), and it would be offered each year.*

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

*The GDS program learning outcomes are to be reviewed and revised in response to our recent program review. Currently, they are blind to gender issues; this will change. They will also be made to conform more to the stylistic expectations of UFV. The GDS 260 learning outcomes align with the following current GDS program learning outcomes:*

- *identify, analyze and select relevant information in the domain of Global Development Studies from primary and secondary sources including both library sources and on-line sources; draw on this knowledge to prepare useful outputs in an ethical way.*
- *Identify and explain multiple perspectives and lenses by which to examine key local, national and global issues, and work towards nuanced understandings of these issues;*
- *demonstrate sensitivity to the unequal power relationships that set the context for research and knowledge and awareness of the limitations of their own perspectives and knowledge.*
- *demonstrate a breadth of knowledge about local and/or international development from a variety of disciplinary perspectives; apply this knowledge in the explanation of particular development problems and global processes;*
- *become attuned to the hazards of ethnocentricity, cultural relativity, colonialism and power differentials in analysis and practice; understand the significance of cultural context for ethical decision-making; balance enlightenment ideals and traditional values;*
- *demonstrate a nuanced appreciation of the complex factors that contribute to inequitable relations between the Global North and Global South, the latter including Indigenous and marginalized peoples within the Global North;*

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

*No.*

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

*Global Development Studies.*

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

*No new discipline designation is required.*

7. What consideration has been given to indigenizing the curriculum?

*Virtually every GDS course offering includes some study of Indigenous issues and perspectives from around the world. This proposed course will include examples of gender issues as they affect indigenous populations in the Global South. It will also examine the intersection of gender and First Nations populations in Canada (e.g. Missing and Murdered Indigenous women).*

8. If this course is not eligible for PLAR, explain why:

*These courses will be eligible for PLAR. Students will be asked to provide a portfolio that details their knowledge and experience, which will be assessed by the Instructor.*

9. Explain how each of the following will affect the budget for your area or any other area:

- a. Credit value

*No anticipated budgetary impact.*

- b. Class size limit

*No anticipated budgetary impact.*

- c. Frequency of offering

*No anticipated budgetary impact.*

- d. Resources required (labs, equipment)

*None anticipated.*

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

*No.*

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

*Typical costs for these courses will be tuition plus books. When possible the courses will draw readings from sources available through the UFV library or online at no cost. When this is not possible, we will endeavor to keep book costs below \$150.00.*

**CWC comments and responses:**

- Screening recommends that GDS 100 be included as a prerequisite.

*We would accept this if it were the only way UEC would approve this course. However, we believe it would do a disservice both to students and to the instructor. Many courses in the Arts would provide a good background in gender issues. Some courses (e.g. SOC/GDS 250, ANTH/GDS 220, HIST/LAS 162, HIST 457, WMST 101 & 201, SOC/LAS 200, SOC 265, SOC 335, ANTH 210, etc.) could provide preparation that is as good as, or better than, GDS 100. Requiring GDS 100 as a prerequisite (even with the proviso that students could ask for instructor permission – most students do not know about this!) would effectively bar many qualified students from the course. GDS 100 does attract a large number of students each year, but very few of these continue on in higher-level GDS courses. Consequently, imposing GDS 100 as a prerequisite for GDS 260 would likely reduce student demand to a level at which we would be unable to offer the course to all of the students who would otherwise like to take it. It would also deny our new faculty member an opportunity to teach a course in one of her areas of specialization. Please note that earlier this week we met with some senior GDS students and alumni who were thrilled to hear that we would finally be offering a Gender and Development course as they had been requesting one for years.*





**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2021  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2026  
 Course outline form version: 05/18/2018

## 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> GDS 260                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Course Full Title:</b> Gender and Global Development<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> GDS                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Calendar Description:</b><br>Explores the gendered nature of development, drawing upon a wide variety of themes from several regions in the Global South. Examines the evolution and debates related to gender and development, as well as the diverse methods and approaches used by development practitioners to integrate gender issues and concerns into their work in international development organizations. Also, focuses on the policies of development actors, including Global Affairs Canada.     |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 15 university-level credits. Recommended: GDS 100.                                                                                                                                                                                                                                       |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <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>Dual-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>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                    | 45 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45        |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Department / Program Head or Director:</b> Stephen Piper                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> September 2020                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> September 18, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 18, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> October 23, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> October 30, 2020                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                 |  |

GDS 260

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes:

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

- Discuss the complexities of gender and development issues in several regions of the Global South.
- Critically analyze the evolution of key concepts, theories, and perspectives related to gender and development.
- Identify and explain the diverse contributions and roles of development actors in the gender and development sector.
- Develop skills in applying gender and development methods and approaches to the work of development organizations.
- Convey complex ideas in peer-based discussions and written assignments.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

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

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

## Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

|    | Author (surname, initials)                               | Title (article, book, journal, etc.)                                   | Current ed.              | Publisher            | Year |
|----|----------------------------------------------------------|------------------------------------------------------------------------|--------------------------|----------------------|------|
| 1. | Visvanathan, N., L. Duggan, N. Wiegiersma, & L. Nisonoff | The Women, Gender, and Development Reader (2 <sup>nd</sup> edition)    | <input type="checkbox"/> | Zed Books            | 2011 |
| 2. | Global Affairs Canada                                    | Feminist International Assistance Gender Equality Toolkit for Projects | <input type="checkbox"/> | Government of Canada | 2017 |
| 3. |                                                          |                                                                        | <input type="checkbox"/> |                      |      |
| 4. |                                                          |                                                                        | <input type="checkbox"/> |                      |      |
| 5. |                                                          |                                                                        | <input type="checkbox"/> |                      |      |

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

## Typical Evaluation Methods and Weighting

|                |     |                 |     |                   |   |               |      |
|----------------|-----|-----------------|-----|-------------------|---|---------------|------|
| Final exam:    | %   | Assignments:    | 35% | Field experience: | % | Portfolio:    | %    |
| Midterm exam:  | %   | Research Paper: | 35% | Practicum:        | % | Presentation: | 20%  |
| Participation: | 10% | Lab work:       | %   | Shop work:        | % | Total:        | 100% |

## Details (if necessary):

## Typical Course Content and Topics

Week 1: Introduction to study of gender and development  
 Week 2: Evolution of theories and concepts and debates  
 Week 3: Evolution of theories and concepts and debates, part 2  
 Week 4: Masculinities, engaging men and boys, and gender-transformative development  
 Week 5: Gender, poverty, and economy  
 Week 6: Gender and environment  
 Week 7: Gender, education, and health  
 Week 8: Gender, politics, governance, and conflict  
 Week 9: Gender and development agendas  
 Weeks 10-11: Group presentations and discussions  
 Week 12: Gender and development in practice  
 Week 13: Conclusions



## MEMO

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**TO:** Samantha Pattridge, Chair, UEC  
**FROM:** David Johnston, University Registrar  
**DATE:** October 26, 2020  
**RE:** Discussion Document: Moving to a Single Calendar Year

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The following is presented as a discussion item to receive feedback and input from UEC members. This will inform the development of the final proposal.

### **The University Calendar**

#### **Definition**

The University Academic Calendar is the official source for information about courses and programs of study offered at the University of the Fraser Valley. It is also the main source for information on admission requirements, academic regulations, academic standards, and general University policies for both undergraduate and graduate students.

#### **The University in Years**

The academic year typically refers to September 1 to August 31, and encompasses the Fall, Winter and Summer Semesters. For some purposes the Academic year may be considered to be July 1 to June 30.

The Fiscal year is from April 1, to March 31.

The actual calendar year, runs from January 1 to December 31.

For some purposes there is also a reporting year which runs from May 1 to April 31 (Summer, Fall Winter).

#### **The Calendar Year (aka the Catalog Year)**

The Calendar Year refers to the terms and dates associated with the academic year. All credentials and programs are attached to the Calendar year they were approved. The Calendar year attached to a program changes when a program makes a formal (approved) change. That is, the previous program retains the original Calendar year, and the changed program starts anew with a new Calendar year. The date (term) a student is admitted to a credential or approved in a program becomes their Calendar year and is important to students and advisors as it sets the curriculum requirements that must be followed to complete the chosen program. When a program changes while a student is enrolled in it, a student may elect switch to the new requirements, or remain in their initial calendar year. A student may not straddle 2 different calendar years in the same program, nor can they choose or be placed in a Calendar year prior to their initial admission to a credential or enrolment in a program.



At UFV, as the University transitioned from a traditional print Calendar to designating the web based ("on-line") Calendar as the official record, a somewhat unique two Calendar years per academic year was created. Therefore, we publish separate Fall and Winter / Summer Calendars. There is little documentation available on the purpose of it, but it is understood that when we went from the print edition to a fully online publication being the official version, members of the University community were concerned that there would be significant constraints imposed on when they could change courses and programs. It was likely felt that two publications a year would provide increased flexibility. While the current process does allow for some flexibility, it adds unnecessary constraints and also causes an inordinate work load to the staff preparing the Calendar, the staff updating the MyGRADplan software, and the advising community.

**Recommendation**

It is proposed that we move to an annual Academic Year Fall to Summer Calendar with at least 2 formal updates per year. This would mean a publication in the spring, and then a fall and winter update. Additional updates for editorial changes, error corrections and emerging issues will be done on an as needed basis. The proposed impact on courses, programs and admission is summarized below.

**Course Changes**

Major: with each Calendar update

Minor: with each Calendar update

Courses with prerequisite changes will be subject to the notice period. Courses can only be deleted in the annual update.

**Program Changes**

Major: Annual Calendar update

Minor: with each Calendar update

Program Additions: New programs may only be introduced in the annual update, unless Senate approves an exception.

**Program suspension**

Each calendar update

**Program cancellation**

Annual update only

**Admission Requirement Changes**

Annual update only



## MEMO

**To:** UEC  
**From:** David McGuire, Associate Vice President, International  
**CC:** David Johnston, Registrar; Sue Brigden, Dean, Faculty of Access & Continuing Education; Gilmour Jope, Dept. Head, English Language Studies  
**Date:** 23/10/2020  
**Re:** Extension of UFV Acceptance of the DuoLingo English Proficiency Test

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As the COVID-19 pandemic continues, universities worldwide continue to rethink and adapt new approaches to academic program offering and delivery. While the process of adapting to new approaches has, at times been bumpy, a common thread has been a focus on the interests of the students.

Some of the students to be impacted in a significant way continue to be international students. In addition to the suspension of in-person classes, these students have also had challenges in securing study permits amid consular office closures as well as challenges with the availability of standardized English proficiency tests such as IELTS.

Earlier this year, UFV, along with other institutions, approved a motion to accept the DuoLingo English Test (DET) as a measure of English proficiency during the COVID-19 pandemic. They included [Concordia University](#), where a DET score of 120 is accepted as equivalent to an IELTS score of 7.0; [McGill University](#), where a DET score of 115 is accepted as equivalent to an IELTS score of 6.5; and [Mount Allison University](#), where a DET score of 110 is accepted as equivalent to an IELTS score of 6.5.

The DuoLingo English Test remains attractive to international students because its robust security features make it possible to be taken in private homes. In addition, it is affordable and offers a quick turnaround time with test results.

UFV International liaised with both the Dean of the Faculty of Access and Continuing Education, and the English Language Studies department regarding the benchmarking of DuoLingo scores to the various ELS program levels and the following entry points were considered acceptable:

DET Score 70-79: Entry 050-level (Intermediate)  
DET Score 80-89: Entry to 060-level (Advanced I)  
DET Score 90-99: Entry to 070-level (Advanced II)  
DET Score 100-109: Entry 080-level (Academic)

Given these ranges, UFV International was approved to use a DET score of 110 as an acceptable English proficiency metric on a temporary basis for degree/diploma level English proficiency until the Winter 2021 intake.

UFV International is requesting that this approval be extended until December 31, 2021. In addition to the aforementioned, here are a few additional reasons for UFV to continue to accept DET:

- At the moment, IELTS English language testing centres are reopening in countries where COVID-19 restrictions are partially lifted. However, the centres are operating at significantly reduced capacity (approximately 30% globally) to uphold social distancing safety measures. This, in addition to the backlog of testing requests, causes significant delays and wait times for the students.
- The TOEFL Home Edition, although a good substitute, is not available/accessible in China.
- Based on research, the majority of UFV's peer institutions in BC will continue to accept DET for Summer/Fall 2021 and Winter 2022 intakes.

Thank you.  
David McGuire  
Associate Vice President, International