UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
April 22, 2022 - 10:00 AM
Room TBD

AGENDA
~~~~~~~~~~~~~~~~~~~~~~~~~

Page

1. **APPROVAL OF THE AGENDA**

2. **APPROVAL OF UEC MINUTES**

MOTION: To approve the draft minutes as presented.

3. **COURSES AND PROGRAMS**

MOTION: To approve the CYC 469 course outline as presented.

MOTION: To approve the MATH 110 course outline as presented.

MOTION: To approve the SOWK 490 course outline as presented.

MOTION: To discontinue COMP 062, COMP 081, ECP 065, ECP 067, ECP 068, and ECP 069.

Page

MOTION: To approve the changes to the Engineering Transfer program as presented, effective September 2022.

37 -
47

3.6. Teacher Education
<u>New course</u>: EDUC 486, Culturally Responsive Pedagogy in K-12 Education
<u>New course</u>: EDUC 488, Approaches to Teaching and Leading in Multilingual K-12 Contexts

<u>New program</u>: Teaching English Language Learners in K-12 Post-baccalaureate certificate

MOTION: To approve the EDUC course outlines as presented.

MOTION: To recommend approval of the new Teaching English Language Learners in K-12 Post-baccalaureate certificate as presented.

4. OTHER BUSINESS/DISCUSSION ITEMS

48 -
49

4.1. Degree/diploma level English language proficiency standards

MOTION: That UFV allow applicants with at least 3 consecutive years of education where the language of instruction is primarily in the English language to meet the Degree/diploma level English language proficiency and approve the following addition to the Calendar, effective for students entering in September 2022.

"Successful completion of at least three years of formal, full-time study (not less than three courses per semester or equivalent with C grades or higher averaged over academic courses) at a secondary and/or post-secondary institution where English is the primary language of instruction in an English-speaking country recognized by UFV for English language proficiency purposes."

4.2. Official Course Outline and cover memo templates
Discussion on the "In what ways does this course contribute to Indigenizing Our Academy" item in the memo template in response to a question from the Faculty of Science

50 -
51

4.3. UEC membership and Terms of Reference

MOTION: To approve the revision to the UEC membership as presented.

52 -
55

4.4. Policy 207 and draft special topics form

4.5. APPC report

4.6. Senate report

4.7. Senate Teaching and Learning Committee report

Page

4.8. Policy Subcommittee report

5. INFORMATION ITEMS

5.1. Minor course changes (outlines will be available at
www.ufv.ca/calendar/courseoutlines)
BUS 322

5.2. Program suspensions and discontinuations
Discontinued: Aboriginal Culture and Language Support diploma
Discontinued: Aircraft Maintenance Engineer program
Discontinued: Aircraft Structures Technician certificate
Discontinued: Health and Human Services certificate

Suspended: Bachelor of Science in Nursing, Fast Track
Suspended: Indigenous Maps, Films, Rights, and Land Claims associate
certificate

Suspension renewed: Hospitality and Event Management Post-baccalaureate
certificate
Suspension renewed: Hospitality Event Planning certificate
Suspension renewed: Indigenous Arts certificate

56 **5.3. Updated UEC membership list**

6. ADJOURNMENT

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

February 25, 2022
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT: Ian Affleck, Adrianna Bakos, Claire Carolan, Claire Hay, Carl Janzen, Amber Johnston, David Johnston, Gilmour Jope, Randy Kelley, Dana Landry, David McGuire, Samantha Pattridge, Vanessa Radzimski, Ravneet Sohal, and Shelley Stefan

ABSENT: Vlad Dvoracek, Shirley Hardman, Nicholas Johnson, Selena Karli, Theresa Mulder, Elaine Newman, Sarbjot Nijjar, and Linda Pardy

GUESTS: Monique Goerzen, Karin Jager, Bobby Jaswal, Lin Long, Curtis Magnuson, William Maher, Chantelle Marlor, Marlene Murray, Sylvie Murray, Stefania Pizzirani, Amanda Roberts, Kirsten Robertson, Brianna Strumm, Brianna Thompson, Ben Vanderlei

RECORDER: Amanda Grimson

1. **APPROVAL OF THE AGENDA**

2. **APPROVAL OF UEC MINUTES**

    2.1. UEC draft minutes: January 28, 2022

    MOTION:
    To approve the draft minutes as presented.
    CARRIED

3. **COURSES AND PROGRAMS**

    3.1. Child, Youth, and Family Studies: Courses
    Review with changes including prerequisites: ECE 122
    Review with changes: ECE 133

    MOTION:
    To approve the ECE course outlines as amended:
    - ECE 133 changed to Credit/No Credit.
    - ECE calendar description: "Building upon the skills and competencies acquired in ECE 122" will be deleted.
    CARRIED

    3.2. Culture, Media, and Society: Courses
    Review with changes including title: MACS 130

    MOTION:
    To approve the MACS 130 course outline as presented.
    CARRIED

    3.3. Indigenous Studies: Courses
    Review with changes incl. title and course code: IPK 105 (formerly FNST 101)

Review with changes incl. title and course code: IPK 106 (formerly FNST 102)
Review with changes incl. title and course code: IPK 205 (formerly FNST 202)
Review with changes incl. title and course code: IPK 206 (formerly FNST 201)
Review with changes incl. title and course code: IPK 275 (formerly FNST 275)

MOTION:
To approve the IPK course outlines as amended:
- IPK 205: addition of note that field trips may be required.

CARRIED

3.4. Mathematics and Statistics: Courses
Changes including prerequisites: MATH 141
Review with changes: MATH 345
Review with changes including total hours: STAT 420

MOTION:
To approve the MATH and STAT course outlines as presented.
CARRIED

3.5. Physics: Courses
Change to pre/corequisites: ENGR 123
Change to prerequisites: ENGR 153

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

3.6. Social Work and Human Services: Courses
New course: HSER 194
Discontinuation: HSER 392

Review with changes including title and prerequisites: SOWK 392, 491
Review with changes including prerequisites: SOWK 410, 450

MOTION:
To approve the HSER 194 course outline as presented.
CARRIED

MOTION:
To approve the discontinuation of HSER 392 as presented.
CARRIED

MOTION:
To approve the SOWK course outlines as amended:
- SOWK 450 learning outcome #6 changed to "Evaluate..."
- SOWK 450 learning outcome #9 changed to "Describe the application of a social model of care for effective management and prevention of chronic illness."

CARRIED

3.7. Business: Courses
Review with changes including prerequisites: BUS 421

UEC Draft Minutes
25 Feb 2022

<u>Changes including prerequisites</u>: MGMT 310

MOTION:
To approve the BUS 421 and MGMT 310 course outlines as presented.
CARRIED

3.8. **Business: Programs**
<u>Changes to entrance and program requirements</u>: Accounting certificate
<u>Changes to entrance and program requirements and program name</u>: Business Administration certificate (formerly Administration certificate)
<u>Changes to entrance and program requirements</u>: Bachelor of Business Administration for Agriculture Management

The Chair was turned over to Vice Chair David Johnston for discussion of both certificates.

There was concern about moving CMNS 125 and STAT 106 from required courses in the Accounting certificate to electives. UEC had difficulty understanding this change, as the rationale only mentioned flexibility. Additional pedagogical rationale will be required so that UEC can fully understand the implications. It was also difficult to understand what program outcomes might be achieved by the proposed lower-level electives (one of STAT 104, STAT 106, CMNS 125, or BUS 261), as these are widely varied courses.

MOTION:
To recommend approval of the changes to the Accounting certificate entrance and program requirements as presented, effective September 2022.
TABLED

MOTION:
To recommend that the Administration certificate be changed to the Business Administration certificate as presented, effective September 2022.
CARRIED

There was concern about replacing CMNS 125 with any CMNS course 100-499 in the Administration certificate, and about the proposed "one ENGL or CMNS course numbered 100 or above" requirement in the BBA for Agriculture Management. The courses that would satisfy these requirements vary widely, from public speaking and interpersonal communications to writing-intensive courses, so it is difficult to see how these serve the program learning outcomes. It would be helpful for Business to discuss this with both English and Communications to see if some specific courses can be identified.

There was also some discussion regarding standard calendar language, which will be forwarded to the School of Business.

MOTION:
To table the changes to the Administration certificate and BBA for Agriculture Management entrance and program requirements.
CARRIED

3.9. **Environmental Studies: Courses**

New course: ENV 310, Leadership in Environmental Professions
New course: ENV 484, Directed Studies in Environmental Studies

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

3.10. Environmental Studies: Programs
Changes to program requirements: Bachelor of Environmental Studies
Changes to program requirements: Bachelor of Environmental Studies (Natural Sciences)
Changes to program requirements: Environmental Studies minor

MOTION:
To approve the changes to the Bachelor of Environmental Studies, Bachelor of Environmental Studies (Natural Sciences), and Environmental Studies minor as amended, effective September 2022:
- BES, Minors in other programs section: Environmental Studies minor will be added to the list of combinations that are not permitted.
- Environmental Studies minor: "(ENV 484)" will be removed from Note 3.
CARRIED

3.11. Creative Arts: Courses
Changes including title and prerequisites: FILM 110
New course: FILM 211, Film in a Global Age
New course: FILM 212, History of Film
New course: FILM 311, Gender, Sexuality, and Film
Review with changes including title, prerequisites, and course number: FILM 312 (formerly FILM 220)
New course: FILM 313, Indigenous Film
Review with changes including title, prerequisites, and course number: FILM 320 (formerly FILM 200)

New course: MEDA 110, Digital Imaging
New course: MEDA 210, Digital Concept Art
New course: MEDA 270, 3D Modeling and Animation I
New course: MEDA 280, Game Engines I
New course: MEDA 330, Compositing
New course: MEDA 370, 3D Modeling and Animation II
New course: MEDA 380, Game Engines II
New course: MEDA 385, Art and Design for Virtual Reality

New course: SOCA 401

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

MOTION:
To approve the new MEDA course outlines as presented.
CARRIED

MOTION:
To approve creation of the new course code SOCA (Scholarship of Creative Arts).
CARRIED

MOTION:
To approve the new SOCA 401 course outline as presented.
CARRIED

3.12. Creative Arts: Programs
Change to program requirements: Theatre major, extended minor, and minor
Change to program requirements: Visual Arts major
Changes to entrance and program requirements: Bachelor of Media Arts
Change to entrance and program requirements: Bachelor of Fine Arts

MOTION:
To approve the changes to the Theatre major, extended minor, and minor as presented, effective September 2022.
CARRIED

MOTION:
To approve the changes to the Visual Arts major as amended, effective September 2022:
- Additional requirements for BFA with a Visual Arts major section: "AH 401/VA 401" will be corrected to "SOCA 401".
CARRIED

MOTION:
To recommend approval of the changes to the Bachelor of Media Arts as amended, effective September 2022:
- Basis for admission decision to be added: "Admission to the BMA is on a competitive basis. Meeting the minimum requirements does not guarantee admission. Students will be admitted based on prior academic success, workplace experience, and portfolio assessment only."
- Criteria for the portfolio will be added to the calendar.
CARRIED

MOTION:
To recommend approval of the changes to the Bachelor of Fine Arts as presented, effective September 2022.
CARRIED

3.13. Graphic and Digital Design: Courses
Changes including title and prerequisites: GD 216
New course: GD 462, Visual Communication Capstone Project
Discontinuation: GD 231
Discontinuation: GD 332

MOTION:
To approve the GD 216 and GD 462 course outlines as presented.
CARRIED

MOTION:
To approve the discontinuation of GD 231 and GD 332.
CARRIED

3.14. Graphic and Digital Design: Programs
Changes to entrance and program requirements: Graphic and Digital Design diploma
Changes to program requirements: Graphic and Digital Design major

MOTION:
To recommend approval of the changes to the Graphic and Digital Design diploma entrance and program requirements as presented, effective September 2022.
CARRIED

MOTION:
To approve the changes to the Graphic and Digital Design major as presented, effective September 2022.
CARRIED

3.15. Science: Programs
Changes to entrance and program requirements/combinations: Bachelor of Science

MOTION:
To recommend approval of the changes to the Bachelor of Science as presented, effective September 2022.
CARRIED

4.   OTHER BUSINESS/DISCUSSION ITEMS

4.1. APPC report

This item was postponed.

4.2. Senate report

This item was postponed.

4.3. Senate Teaching and Learning Committee report

This item was postponed.

4.4. Policy Subcommittee report

This item was postponed.

4.5. UEC membership and Terms of Reference

This item was postponed.

4.6. Prior Learning Assessment and Recognition (PLAR) policy (94)

UEC Draft Minutes
25 Feb 2022

Amanda Roberts (PLAR Manager) reviewed proposed revisions to this policy and invited feedback. The deadline for feedback has been extended to March 14.

5.   INFORMATION ITEMS

5.1.   Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
CIS 100
GD 260, 316, 317, 361, 369, 374, 375
MATH 140

5.2.   Discontinued: Certificate in Extended Studies in Social Services — First Nations option

6.   ADJOURNMENT

The meeting was adjourned at 12:32 pm.

Memo for Course Changes

To: UEC

From: Christine Slavik, CYFS Department Head

Date: February 2, 2022

Subject: Proposal for revision of CYC 469 Advanced Skills with Families in Child and Youth Care

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: Minor additions to course content

2. Rationale for change: Adjustments based on six-year review.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):   The language and orientation of the learning outcomes aligns with the recently updated Mission, Vision, Values statement for the program which in turn are aligned with the Integrated Strategic Plan of UFV. The changes reflect a decolonized and inclusive approach to family theory and skills development in this area of practice/work

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

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

6. What consideration has been given to indigenizing the curriculum?   Learning outcomes updated to reflect diverse and Indigenous perspectives in the context of how families are defined in the context of socio-political and cultural influences. Thoughtful attention has been given to CYC approach to relationally and culturally safe work with families, and awareness of the impacts of colonial practices. Intergenerational strengths and resiliency are explored in this context.

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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2003
REVISED COURSE IMPLEMENTATION DATE:	January 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	April 2026

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CYC 469	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Advanced Skills with Families in Child and Youth Care
Course Short Title: Adv. Skills: Families in CYC

Faculty: Choose an item.	Department (or program if no department): Child, Youth and Family Studies

Calendar Description:

Diverse and Indigenous frameworks and models for understanding family functioning and caregiving are explored. CYC milieus in which family work occurs are identified, and methods for understanding and working with families which are appropriate to CYC practitioners are presented and practiced.

Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 302, CYC 310, CYC 320, CYC 321, CYC 340, and CYC 341.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **CYC 466**

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

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

Typical Structure of Instructional Hours

Lecture/seminar	27
Tutorials/workshops	18
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	January 19, 2022
Faculty Council approval	**Date of meeting:**	March 11, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	April 22, 2022

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

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

- Identify the scope and uniqueness of Child and Youth Care practice with diverse families.
- Describe the socio-political, and cultural, influences impacting family development, functioning and the helping relationship.
- Weave an understanding of families through Indigenous, diverse, and family systems perspectives.
- Demonstrate reflexivity about intergenerational strengths, resiliency, and patterns through application to others.
- Identify theoretical perspectives and relationally and culturally safe interventions for CYC practice with diverse families.
- Apply CYC perspectives and social justice praxis in intervention with diverse families.

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

Assignments:	55%		%		%
Project:	45%		%		%

Details:

Project: Genogram, ecomap, and assessment of family culture and relationship to colonialism: 45%

Discussion posts: 10%

Participation (in class exercises and simulation): 10%

Journals: 20%

Parent support and intervention assignment: 15%

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Spindel	Working with Families: A Guide for Health and Human Services Practitioners (2nd Edition)	2020
2.	Textbook	Garfat and Charles	A Guide to Developing Effective CYC Practice with Families CYC	2012
3.	Online resource	Infant Mental Health Promotion	Nurturing the Seed (Indigenous Families)	2017
4.	Indigenous knowledge	Simard and Blight	Developing a Culturally Restorative Approach to Aboriginal Child and Youth Development: Transitions to Adulthood	2011
5.				

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

Course Content and Topics

- Family work within the context of child and youth care practice
- Context, culture, and development in CYC practice with families
- Family assessment and meaning making
- Family systems, Indigenous, and diverse models for CYC practice with families
- Family communication
- Strengths based, resiliency focused practice with families
- Intervention with conflict in families
- Violence in families
- Parent education and support
- Working with Indigenous families
- Intervention with families

Memo for Course Changes

To: **FSCC, SFC, UEC**

From: **Ian Affleck, Department Head Mathematics & Statistics**

Date: June 2, 2021

Subject: Proposal for revision of MATH 110

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

2. Rationale for change:

   This is a six-year review for this course.

   The calendar description has been revised and shortened in accordance with institutional expectations.

   Math 140 has been removed as an equivalent course. Each of MATH 110 and MATH 140 includes sufficient material that is not in the other course, that the two courses should not be considered equivalent.

   Learning Outcomes have been substantially reworded for clarity and also for highlighting the specific concepts covered in preparation for first-year calculus.

   A detailed list of typical course content and topics has also been changed and reworded for clarity.

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

   N/A

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

Math 110 is not required in any programs.

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

None.

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

Math 110 is designed to prepare students for first-year calculus courses and thus discusses mathematical ideas essential for the study of calculus. While the complexity of the content and context may be challenging, efforts are made in acknowledging and reflecting indigenous experience and principles of learning through problem-solving and interactivity. For instance, place-based or community issues are incorporated in projects or assignment questions by applying mathematical functions to practical situations, modelling a growth or decay pattern within a local context, or exploring relevant trigonometric concepts in indigenous arts and geometric figures.

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

This course is eligible for PLAR.

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:

    a. Credit value: no change

    b. Class size limit: no change

    c. Frequency of offering: no change

    d. Resources required (labs, equipment): no change

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

No field trips are required.

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

Typical costs for the course are roughly $100-200, the cost of the textbook.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1993
REVISED COURSE IMPLEMENTATION DATE:	January 2023
COURSE TO BE REVIEWED (six years after UEC approval):	April 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.

Course Code and Number: MATH 110	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Pre-Calculus Math
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Science	**Department (or program if no department):** Mathematics & Statistics

Calendar Description:

Designed to prepare students for first-year calculus courses. Topics include basic algebraic skills, operations, and properties and graphs of functions including polynomial, rational, exponential, logarithmic, trigonometric, and inverse functions.

Prerequisites (or NONE):	One of the following: (B or better in Calculus 12) or (C+ or better in one of Principles of Mathematics 12, Pre-calculus 12, MATH 096, or MATH 110) or (C+ or better in both MATH 094 and MATH 095) or (C or better in MATH 092 or MATH 140) or (a score of 17/25 or better on Part B of the MSAT together with a score of 34/50 or better on Parts A and B combined).
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Special Topics** *(Double-click on boxes to select.)*
Former course code/number:	This course is offered with different topics:
Cross-listed with:	☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*
Dual-listed with:	**Independent Study**
Equivalent course(s):	If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
(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.)	☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Typical Structure of Instructional Hours		**Transfer Credit**
Lecture/seminar hours	60	Transfer credit already exists: *(See **bctransferguide.ca**.)*
Tutorials/workshops		☐ No ☒ Yes
Supervised laboratory hours		Submit outline for (re)articulation:
Experiential (field experience, practicum, internship, etc.)		☒ No ☐ Yes *(If yes, fill in transfer credit form.)*
Supervised online activities		**Grading System**
Other contact hours:		☒ Letter Grades ☐ Credit/No Credit
Total hours	**60**	**Maximum enrolment (for information only):** 36
Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes		**Expected Frequency of Course Offerings:** Fall and Winter *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Ian Affleck		**Date approved:**	August 2021
Faculty Council approval		**Date approved:**	August 27, 2021
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	April 22, 2022

Learning Outcomes:

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

1. Demonstrate basic algebraic skills most frequently required in the study of calculus (factoring, completing the square, rationalization, difference quotient, etc.).
2. Demonstrate proficiency with function notation, operations on functions, piecewise functions, and constructing inverses.
3. Define, construct, and analyze graphs of functions and their transformations.
4. Analyze the behavior and properties of algebraic functions used in calculus (polynomial, rational, and radical functions);
5. Define and apply the properties of exponential and logarithmic functions.
6. Evaluate trigonometric functions and their inverses using angles, right triangles, and unit circle, and apply trigonometric identities.
7. Solve equations and inequalities involving elementary functions.
8. Use elementary functions to model and solve practical problems.
9. Translating mathematical statements into everyday language and vice versa.
10. Demonstrate proficiency with the use of technology to explore mathematical concepts.

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 problem sessions; evaluation includes assignments, midterms, and a comprehensive final. Graphing calculators will be used throughout.

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.)*

The text is chosen by a departmental curriculum committee. Recent texts include:

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Ratti and McWaters	Precalculus Essentials	☒	Pearson	2014
2.			☐		

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

A graphing calculator (without a computer algebraic system) is required.

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	10%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	50%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): Students must achieve at least 40% on the final exam in order to receive credit for this course.

Typical Course Content and Topics

I. Basic concepts of algebra:
   1. Brief review of real numbers and set and interval notations
   2. Exponential, radicals, and rational exponents
   3. Solving equations and inequalities
   4. System of 2 equations
II. Graphs and functions:
   1. Basic definitions, function notation, domain, range
   2. Graphs of equations and functions
   3. Linear functions, equations, and inequalities
   4. Difference quotient and average rate of change
   5. Transformations of functions and graphs
   6. Combining and compositions of functions
   7. Inverse functions
III. Polynomial and rational functions:
   1. Quadratic functions
   2. Polynomial functions
   3. Remainder and factor theorems
   4. Rational functions
IV. Exponential and logarithmic functions:
   1. Exponential functions
   2. Logarithmic functions
   3. Rules of logarithms
   4. Exponential and logarithmic equations and inequalities
V. Trigonometric functions:

1. Angles and their measure and relationship
2. Unit circle and trigonometric functions
3. Graphs of the trigonometric functions
4. Inverse trigonometric functions
5. Right-triangle trigonometry
6. Trigonometric identities including sum, difference, and reduction formulas

VI. Other topics, as time permits:
1. Applications of the above topics
2. Sequences, series
3. Introduction to instantaneous rate of change

Memo for Course Changes

To: UEC

From: Brianna Strumm, BSW Committee Chair

Date: November 19, 2021

Subject: Proposal for revision of SOWK 490

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

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

2. Rationale for change: The course was due for a six-year review. It also required curriculum updating. The course is also an elective for our MSW Foundation program students.

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

   The Official Undergraduate Course Outline was last reviewed January 2011 and did not establish any specific learning outcomes. Since then, our aging population has not only grown significantly larger, but people are also living longer. The current amendments to the course description and addition of learning outcomes reflect the realities of working with an aging population in the 21st century. We begin by acknowledging and understanding the demographic trends while learning how to address various forms of ageism that exist in society. The course aims to prepare students with relevant evidence-based knowledge and practical assessment skills / intervention techniques that focus on interdisciplinary work, social determinants to health, application of current legislation and policy implications, negotiating complex ethical and legal issues, advocacy, and promoting client self determination with a focus on quality of life.

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

    No

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

    Consultation, collaboration, and review has taken place with Geriatric Social Workers, Bachelor of Social Work Committee members, and the School of Social Work and Human Services.

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

    A specific learning outcome has been developed where students will be able to demonstrate appropriate cultural awareness, skills, and knowledge when working with Indigenous peoples. This includes learning about aging within a historical and cultural context that considers the role of elders and knowledge keepers, kinship and caregiving, traditional concepts of health, spirituality, and wellness, and the lived experiences of Indigenous peoples.

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

    The course is designed around understanding aging as a multidimensional process that examines the intersectionality of an individual's unique identity and world view to acknowledge and address issues of ageism. This is expanded upon in the learning outcome which recognizes the diverse impacts of aging for women, non-binary people, gender diverse people, as well as population diversities related to ability, sexuality, racialization, and other populations.

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

    N/A

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

    Text - $75-100?

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2004
REVISED COURSE IMPLEMENTATION DATE:	January 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	April 2026

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SOWK 490	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Gerontological Social Work
Course Short Title:

Faculty: Faculty of Professional Studies	**Department:** School of Social Work and Human Services

Calendar Description:

Critically analyze the physical, functional, psychological, and social aspects of aging. Students learn a client-centered perspective that promotes self-determination and quality of life while working to combat ageism. Students learn to apply theories, policies, and legislation in conjunction with assessment models and intervention techniques.

Prerequisites (or NONE):	Admission to the Bachelor of Social Work or Master of Social Work, or permission of the School of Social Work and Human Services.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every other year**

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

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	25
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	October 8, 2021
Faculty Council approval	**Date of meeting:**	December 10, 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	April 22, 2022

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

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

1. Explore the field of gerontology and its demographic trends in Canada.
2. Recognize the dynamic roles of gerontological social work in an array of practice settings, including identifying appropriate supports and resources necessary to promote independence, self-determination, and quality of life.
3. Examine the different impacts of aging for individuals related to ability, sexuality, gender, racialization, and other diversities.
4. Analyze various forms of ageism in society, including ways to promote initiatives that empower clients.
5. Comprehend a multidimensional view of aging as it relates to physical, functional, psychological, and social dimensions.
6. Explore the social determinants of health.
7. Recognize the role of aging and elders in Indigenous contexts and communities.
8. Articulate the changing nature of the relationship between health and wellness within an aging population as it relates to various health care models.
9. Develop awareness of legislation and professional obligations associated with complex gerontological ethical issues.
10. Utilize appropriate assessment skills and intervention techniques required for working with older populations.

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

Project:	20%		%		%
Assignments:	80%		%		%

Details:

Assignments: 1) Conversation with older adult; 2) Age impairment simulation and reflective analysis; 3) Research paper and advocacy letter

Project: Community volunteering and reflective analysis

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Wister, A.	*Aging as a social process: Canada and beyond*	current
2.				
3.				
4.				
5.				

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

Course Content and Topics

Week 1   Introduction to gerontology and ageism
Week 2   Gerontological perspectives and theories of aging: Attitudes and values
Week 3   The role of Indigenous Elders and older adults in society
Week 4   Epidemiological transition: Health and wellness of an aging population with increased life expectancy
Week 5   The role and practice settings of the social worker in an interdisciplinary team
Week 6   Aging from a social perspective working with diverse populations
Week 7   Aging from a physical and functional perspective: The role of the social worker
Week 8   Aging from a psychological perspective: Screening tools and assessments
Week 9   Social work, clinical assessments, and interventions
Week 10   Finances, housing, and community supports: Brokering services and advocacy
Week 11   Aging as a function of cultural diversity: Indigenous issues
Week 12   Complex cases: Capability vs. incapability, safety vs living at risk, elder abuse and neglect
Week 13   Death and dying in the 21st century: End of life care options and advanced care planning

Memo for Course Changes

To: **FECHD Curriculum Committee**

From: **Greg St Hilaire**

Date: **January 17, 2022**

Subject: COMP 062 Navigating the Digital World

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

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

2. Rationale for change: **Course has not been offered for over the past five years. No demand or interest for this course from prospective learners**.

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

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

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

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

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

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

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

Memo for Course Changes

To: **FECHD Curriculum Committee**

From: **Greg St Hilaire**

Date: **January 17, 2022**

Subject: **COMP 081 Advanced Computer Studies**

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

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

2. Rationale for change: **Course has not been offered for over the past five years. No interest or demand from prospective students.**

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

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

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

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

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

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

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

Memo for Course Changes

To: FECHD Curriculum Committee

From: Greg St Hilaire

Date: January 17, 2022

Subject: ECP 065 Workplace Success and Oral Communications

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

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

2. Rationale for change: **Course has not been delivered for over the past five years. No demand or interest for this course from prospective learners.**

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

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

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

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

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

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

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

Memo for Course Changes

To: **FECHD Curriculum Committee**

From: **Greg St Hilaire**

Date: **January 17, 2022**

Subject: **ECP 067 Workplace Reading and Document Use**

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

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

2. Rationale for change: **Course has not been offered for over the past five years. No demand or interest for this course from prospective learners.**

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

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

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

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

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

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

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

Memo for Course Changes

To: **FECHD Curriculum Committee**

From: **Greg St Hilaire**

Date: **January 17, 2022**

Subject: **ECP 068 Workplace Computer Use and Writing Skills**

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

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

2. Rationale for change: **Course has not been offered for over the past five years. No demand or interest for this course from prospective learners.**

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

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

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

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

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

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

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

Memo for Course Changes

To: **FECHD Curriculum Committee**

From: **Greg St Hilaire**

Date: **January 17, 2022**

Subject: **ECP 069 Introduction to Portfolio Development and Lifelong Learning**

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

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

2. Rationale for change: **Course has not been offered for over the past five years. No demand or interest for this course from prospective learners,**

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

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

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

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

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

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

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

Memo for Program Changes

To: FATS CC, FATS FC, UEC

From: Lin Long, Department head, Physics

Date: April 6, 2022

Subject: Program change (Engineering Transfer program)

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

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

2. Rationale for change(s):

   Engineering Transfer Program (ETP) was revised in 2021 due to the implementation of BC 1st year Engineering Common Core curriculum. CMNS 251 (Professional Report Writing) has been accepted by UVic, UBC-O, but not UBC-V. Due to different requirements of Arts courses in different receiving institutions, we will need to add an option to make our ETP curriculum more flexible and meet different students' needs.

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

   No change.

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

   The program change is very minor. The consideration of Indigenizing the curriculum is the same. The department attempts to incorporate questions in Physics/Engineering relevant to the lives of Indigenous learners. All ENGR courses in the ETP include team-based course projects which allow students to share their knowledge and learn from each other. In ENGR 123/124, guest speakers from other institutions, local industries, and potentially local Indigenous communities are invited into the classes to share their knowledge and experience with our students.

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

   No.

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

    No impact.

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

    N/A

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

    N/A

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

    A Humanities or Social Science course is added as an option to CMNS 251. As per our past experience, only very small number of students chose to transfer to UBC-V while the majority of students transferred to UVic. The impact to enrolments in CMNS 251 is very minimal.

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

    No budget implication change.

04.6.2022

Memo

To
Faculty Council

From
Faculty of Applied &
Technical Studies
Curriculum Committee

CC
Peter Geller

Re
ENGR Transfer Program

Comments:

Curriculum committee received changes from Lin Long, Physics Department Head, on April 6th, 2022

This is a minor language change to reflect multiple courses being available to better match the pathway other institutions require for transfers. UBC Vancouver does not accept CMNS 251 as a transfer credit. Alternatives are now indicated in the Academic Calendar,

Reviewed by Avner Bachar, Chris Monkman and Sian Hurley.

The curriculum committee has reviewed the request for changes and we agree to them all. We therefore submit them to the FATS Faculty Council for recommendation to the Undergraduate Education Committee of Senate

University of the Fraser Valley
Faculty of Applied and Technical Studies

Curriculum Committee

UNIVERSITY
OF THE FRASER VALLEY

FACULTY OF APPLIED AND
TECHNICAL STUDIES

Engineering Transfer program

UFV offers the first year of the Bachelor of Applied Science (Engineering) degree program for students wishing to transfer to the University of British Columbia or the University of Victoria. Upon completion of the UFV program, students may be allowed to enter the second-year Engineering programs at UBC and UVic without any additional qualifying courses, providing they meet the entrance requirements for the program at these institutions.

Students transferring to UBC or UVic from the UFV program with the minimum required GPA may be admitted to the UBC/UVic second-year program. Once admitted, all students, regardless of their first-year institution, then compete for seats in different specialties based on their GPA; popular specialties have higher GPA requirements than the entrance GPA. UBC also allows admission from General Sciences, but may require a higher entrance GPA.

Entrance requirements

Admission to the Engineering Transfer Program (ETP) is based on the following:

1. B.C. secondary school graduation or equivalent.
2. Pre-Calculus 12 with a grade of B or better.
3. Chemistry 12.
4. Physics 11. Physics 12 is strongly recommended.
5. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note 1), or one of the other prerequisites for ENGL 105.

   Note 1: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

   Note 2: Applicants who are currently completing the course requirements must submit an interim transcript with their application.

Students offered conditional admission will have their files reviewed after receipt of final grades. Those falling below the completive minimum established for that year will be offered a place in the Bachelor of Science, provided they meet the BSc entrance requirements.

Applicants must provide an email address and are expected to check their email regularly (usually starting in February). Students must respond to information sent to them in order to keep their application active.

Note 1: ~~UBC requires ETP students to complete at least 12 of the 13 program courses in two semesters, with a required minimum GPA. Please see an Academic Advisor for more details.~~ Due to the demand for this program, UFV students must enrol in at least 12 of the program courses in two consecutive semesters. Admitted ETP students who do not enrol in the full program will

be moved to the Bachelor of Science, provided they meet the BSc entrance requirements. Students who have already completed two or more program courses or who intend to spend two years at UFV should apply to the Bachelor of Science program instead. Please see an Academic Advisor for more details.

Note 2: To successfully complete the Engineering Transfer program, students must be academically strong. This program is best suited to students with a B average or better.

...

Program outline

The following order of courses is used so all the prerequisites can be met and the workload is relatively balanced. Students do not have to choose between UBC and UVic as there is now a Common Core which allows for transfer into any Engineering program in the province. Students in reserved seats will have specific places reserved for them in these courses, creating a workable schedule.

Students intending to do these courses in one year without being admitted to the Engineering Transfer program should also try to follow this schedule, but variations may be necessary.

Semester I

Course	Title	Credits
CHEM 113	Principles of Chemistry I	5
ENGL 105	Academic Writing	3
ENGR 123	Engineering Design I: Design and Drafting	4
ENGR 153	Structured Programming for Engineers	4
MATH 111	Calculus I	4

PHYS 111	Mechanics	5

Semester II

Course	Title	Credits
CHEM 116	Thermodynamic Aspects of General Chemistry for Engineering Students	1
CMNS 251	Professional Report Writing	3
	Or an approved Hhumanities/sSocial science elective (*important*: see note 2)	
ENGR 113	Engineering Physics — Statics and Dynamics	4
ENGR 115	Engineering Optics	1
ENGR 124	Engineering Design II: Design and Sustainability	4
ENGR 152/ MATH 152	Linear Algebra for Engineering	4
MATH 112	Calculus II	4
PHYS 112	Electricity and Magnetism	5

Note 1: Unless stated, the minimum grade acceptable in all course prerequisites is a C-.

Note 2: ~~Check with UBC and UVic for the minimum GPA and other details.~~ Students applying to ==UBC==-V (UBC Vancouver) should substitute CMNS 251 with a humanities/social science elective approved by UBC-V. See your A~~a~~cademic A~~a~~dvisor for more information.

Note 3: Be sure to consult with the engineering program you are applying to for admissions and transfer details.

Program completion

Second, third, and fourth year are completed at UBC or UVic. Courses may also transfer to alternative institutions. Students must apply formally for admission to the destination institution.

Some students choose to take two years at UFV and take all ~~13~~required courses of the Engineering Transfer program plus their second-year math courses and additional electives before they transfer. However, these students are not admitted to the Engineering Transfer program and do not get reserved seats~~; they are considered "competitive entry" students at UBC, and not ETP students with the lower GPA requirement~~.

Students with first-year sciences are also allowed to compete for second-year Engineering positions if the UBC or UVic programs are not full. ~~These students need a higher GPA for acceptance than Engineering Transfer students. Students hoping to transfer this way should take CHEM 113, CHEM 114, ENGR 113, MATH 111, MATH 112, MATH 152/ENGR 152, PHYS 111, PHYS 112, and ENGL 105, plus an elective.~~ See your Academic Advisor for more details.

Transfer credit

Many of the above courses transfer individually to other universities offering engineering programs. Academic Advisors should be consulted to determine the transferability of each course to the university of interest. UFV offers a number of second-year courses in math and science which also transfer individually.

Memo for New Course

To: Dr. Tracy Ryder Glass, Dean of FECHD

From: Dr. Vandy Britton (TED) and Dr. Chris Campbell (ADED)

Date: January 24, 2022

Subject: Proposal for new course: EDUC 486: Culturally Responsive Pedagogy in K-12 Education

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

1. Rationale for new course, including how this course fits into the program(s): This course has been developed for the post-baccalaureate certificate in Teaching English Language Learners (ELLs) in K-12. The purpose of the course is to connect the understanding of teaching ELLs to the K-12 context.

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

   1. Demonstrate information competency: Examine diverse perspectives and views held about language learning since the 1970s in Canada; Analyze theory and research that informs K-12 education for English Language Learners (ELL)
   2. Analyze critically and imaginatively: Explore the societal, political, and educational issues and opportunities surrounding English language acquisition, both locally and nationally; Analyze theory and research that informs K-12 education for English Language Learners (ELL); Critically reflect on issues and challenges that K-12 ELLs face in classrooms and school environments
   3. Use knowledge and skills proficiently: Design educational approaches that promote the use of antiracist and inclusive pedagogies to support ELLs
   4. Initiate inquiries and develop solutions to problems: Design educational approaches that promote the use of antiracist and inclusive pedagogies to support ELLs; Explore and challenge common stereotypes, assumptions and implicit biases associated with ELLs
   5. Communicate effectively: Evaluate implications of policies and community and educational programs on the academic success of ELLs; Design educational approaches that promote the use of antiracist and inclusive pedagogies to support ELLs
   6. Pursue self-motivated and self-reflective learning: Reflect on how teacher identity, personally held values, and educational beliefs inform K-12 instruction of ELLs
   7. Engage in collaborative leadership: Design educational approaches that promote the use of antiracist and inclusive pedagogies to support ELLs
   8. Engage in respectful and professional practices: Design educational approaches that promote the use of antiracist and inclusive pedagogies to support ELLs; Explore and challenge common stereotypes, assumptions and implicit biases associated with ELLs
   9. Contribute regionally and globally: Explore the societal, political, and educational issues and opportunities surrounding English language acquisition, both locally and nationally; Explore and challenge common stereotypes, assumptions and implicit biases associated with ELLs; Design educational approaches that promote the use of antiracist and inclusive pedagogies to support ELLs

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.

4. Which program areas have been consulted about the course? Adult Education oversee the ESL certificate. This is a collaboration between ADED and TED.

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

6. In what ways does this course contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   Module one addresses the question who we are and how our identity affects how we teach. There is a focus on identity, language, and culture, examining individual assumptions, perspectives and biases. The First People's Principles are woven throughout the course content. Assignments include a reflective journal where a deep examination of one's core beliefs and values will be undertaken.

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

   Respectfully, the entire course is grounded in EDIB (equity, diversity, inclusion, and belonging).

   The course content/topics include:

   Module 1: The Teacher: Who are we and how does our identity affect how we teach?
   - Identity, language, culture
   - First People's Principles of Learning
   - Assumptions, perspectives and biases

   Module 2: The Students: Who are the students in our classroom?
   - the context of the ELL classroom
   - South Asian diaspora
   - refugees

   Module 3: The Policies and Contexts: What are the policies that impact linguistically and culturally diverse students?
   - Language policies
   - Multiculturalism and pluralism
   - Language revitalization
   - Curriculum and language
   - Community programs

   Module 4: What are the pedagogies and curricular resources we use to support our learners
   - critical race theory;
   - culturally responsive pedagogy;
   - trauma-formed pedagogy;
   - teaching for equity, diversity, and inclusion
   - teaching for antiracism/social justice

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

9. Estimate of the typical costs for this course, including textbooks and other materials: $100

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 486	Number of Credits: 5 Course credit policy (105)

Course Full Title: Culturally Responsive Pedagogy in K-12 Education
Course Short Title: Culturally Responsive Pedagogy

Faculty: Faculty of Education, Community, & Human Dev.	Department (or program if no department): Teacher Education

Calendar Description:

Examines culturally and linguistically responsive theories and pedagogies to support English Language Learners (ELL) in K-12 classrooms. Students gain in-depth understanding of the context of language learning in Canada, and the policies, standards, and guidelines for supporting ELLs in B.C. schools. Students engage in challenging stereotypes, assumptions, and biases associated with ELLs.

Prerequisites (or NONE):	Admission to the Teaching English Language Learners in K-12 Post-baccalaureate certificate.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

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

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	45
Total hours	**75**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

the course content is integrated with the program or the current practice of enrolled teachers.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **No**

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

Department approval Dr. Vandy Britton	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	February 11, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	April 22, 2022

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

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

1. Explore the societal, political, and educational issues and opportunities surrounding English language acquisition, both locally and nationally.
2. Examine diverse perspectives and views held about language learning since the 1970s in Canada.
3. Analyze theory and research that informs K-12 education for English Language Learners (ELL).
4. Examine critical race theory, culturally responsive pedagogy, and social justice frameworks as they apply to educational practice.
5. Critically reflect on issues and challenges that K-12 ELLs face in classrooms and school environments.
6. Explore and challenge common stereotypes, assumptions and implicit biases associated with ELLs.
7. Design educational approaches that promote the use of antiracist and inclusive pedagogies to support ELLs.
8. Evaluate implications of policies and community and educational programs on the academic success of ELLs.
9. Reflect on how teacher identity, personally held values, and educational beliefs inform K-12 instruction of ELLs.

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

Assignments:	100%		%		%
	%		%		%

Details:

Reflective journal (20%), final paper (30%), unit plan (25%), group presentation (25%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Hammond, Z.	Culturally Responsive Teaching and the Brain: promoting authentic engagement and rigor among culturally and linguistically diverse students	2015
2.	Textbook	Safir, S. & Duggan J.	Street Data: a next generation model for equity, pedagogy, and school transformation	2021
3.	Textbook	Ladson-Billings, G.	Culturally Relevant Pedagogy: asking a different question (Culturally Sustaining Pedagogy series)	2021

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

Selected readings from the following: Helmer, S & Eddy, C. (2002), *Look at me when I talk to you: EAL learners in non-EAL classrooms.* Pippin.; Egbo, B. (2018). *Teaching for Diversity in Canadian Schools.* Pearson Canada.; and, James, C. (2010). *Seeing Ourselves: Exploring Race Ethnicity, and Culture.* Thompson.

Course Content and Topics

Module 1: The Teacher: Who are we and how does our identity affect how we teach?
- Identity, language, culture
- First People's Principles of Learning
- Assumptions, perspectives, and biases

Module 2: The Students: Who are the students in our classroom?
- Context of the ELL classroom
- South Asian diaspora
- Refugees

Module 3: The Policies and Contexts: What are the policies that impact linguistically and culturally diverse students?
- Language policies
- Multiculturalism and pluralism
- Language revitalization
- Curriculum and language
- Community programs

Module 4: What are the pedagogies and curricular resources we use to support our learners
- Critical race theory
- Culturally responsive pedagogy
- Trauma-formed pedagogy
- Teaching for equity, diversity, and inclusion
- Teaching for antiracism/social justice

Memo for New Course

To: Dr. Tracy Ryder Glass, Dean of FECHD

From: Dr. Vandy Britton (TED) and Dr. Chris Campbell (ADED)

Date: January 24, 2022

Subject: Proposal for new course: EDUC 488: Approaches to Teaching and Leading in Multi-lingual Contexts

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

1. Rationale for new course, including how this course fits into the program(s): This course has been developed for the post-baccalaureate certificate in Teaching English Language Learners (ELLs) in K-12. The purpose of the course is to connect the understanding of teaching ELLs to the K-12 context and foster the development of the leadership capacities of the teachers enrolled in the course.

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

    1. Demonstrate information competency: Demonstrate understanding of effective teaching strategies that cultivate ELL's academic discourses in the content areas of the K-12 curriculum, with a focus on disciplinary vocabulary development and oral language, reading and writing competencies; Demonstrate the ability to align core and curricular competencies, content standards, academic language objectives, First Peoples Principles of Learning, and inclusive pedagogies to curriculum planning and assessment for K-12 English Language Learners
    2. Analyze critically and imaginatively: Deepen their understanding of BC Ministry of Education funding policies and standards for supporting and assessing the progress of K-12 English Language Learners; Critically analyze historical and current second language acquisition (SLA) theories, ideologies, and instructional models for supporting multilinguals across the K-12 curriculum, including pedagogies of multiliteracies, plurilingualism and trans-languaging pedagogies, Universal Design for Learning, and the Sheltered Instruction Observation Protocol
    3. Use knowledge and skills proficiently: Demonstrate understanding of ELLs' academic performance and sources of underachievement for culturally and linguistically diverse (CLD) learners and students with interrupted formal instruction (SIFE); Demonstrate understanding of effective teaching strategies that cultivate ELL's academic discourses in the content areas of the K-12 curriculum, with a focus on disciplinary vocabulary development and oral language, reading and writing competencies; Demonstrate the ability to align core and curricular competencies, content standards, academic language objectives, First Peoples Principles of Learning, and inclusive pedagogies to curriculum planning and assessment for K-12 English Language Learners
    4. Initiate inquiries and develop solutions to problems: Deepen their understanding of BC Ministry of Education funding policies and standards for supporting and assessing the progress of K-12 English Language Learners;
    5. Communicate effectively: Demonstrate understanding of effective teaching strategies that cultivate ELL's academic discourses in the content areas of the K-12 curriculum, with a focus on disciplinary vocabulary development and oral language, reading and writing competencies;

Demonstrate the ability to align core and curricular competencies, content standards, academic language objectives, First Peoples Principles of Learning, and inclusive pedagogies to curriculum planning and assessment for K-12 English Language Learners

6. Pursue self-motivated and self-reflective learning: Reflect on their own development, proficiencies, and identity as language learners, teachers, and leaders within a multicultural and plurilingual society

7. Engage in collaborative leadership: Critically reflect on the roles and responsibilities of language learning specialists, including ELL teachers, mentors/coaches, and school and district leaders through a lens of equity, diversity, inclusion, and decolonization; Develop a repertoire of resources and professional development opportunities for teaching and leading in English Language Learning programs.

8. Engage in respectful and professional practices: Demonstrate understanding of ELLs' academic performance and sources of underachievement for culturally and linguistically diverse (CLD) learners and students with interrupted formal instruction (SIFE)

9. Contribute regionally and globally: Demonstrate understanding of effective teaching strategies that cultivate ELL's academic discourses in the content areas of the K-12 curriculum, with a focus on disciplinary vocabulary development and oral language, reading and writing competencies; Develop a repertoire of resources and professional development opportunities for teaching and leading in English Language Learning programs

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.

4. Which program areas have been consulted about the course? Adult Education oversee the ESL certificate. This is a collaboration between ADED and TED.

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

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)](#).

   Curriculum planning, teaching, and assessment for ELLs (BC Ministry of Education Curriculum Guidelines, ELL Learning Standards, integrated academic language objectives, initial ELL language assessments, Annual Instructional Plans (AIPs), co-teaching models, etc.)

   *This includes implementation of the First Peoples Principles of Learning and curricular competencies that include Indigenous content, perspectives, and Ways of Knowing and Being. Assignments include a reflective journal one's capacity as a teacher-leader is explored. A unit plan is developed that is grounded in the First Peoples Principles of Learning and includes Indigenous content and perspectives.

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

Given that the focus of this course (and the entire certificate) is grounded in the fundamental tenets of EDIB (equity, diversity, inclusion, and belonging), careful attention is paid to supporting ELL in the classroom through culturally sustaining pedagogies that are grounded in the latest research.

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

9. Estimate of the typical costs for this course, including textbooks and other materials: $100

![University of the Fraser Valley logo]

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 488	Number of Credits: 5 Course credit policy (105)

Course Full Title: Approaches to Teaching and Leading in Multilingual K-12 Contexts
Course Short Title: Teaching in Multilingual Contexts

Faculty: Faculty of Education, Community, & Human Dev.	Department (or program if no department): Teacher Education

Calendar Description:

Designed with educators and leaders of English Language Learners (ELL) programs in mind, this course will focus on the design, delivery, and assessment of instruction for ELLs in K-12 classrooms in B.C. Attention will also be paid to preparing teachers for a plurality of leadership roles in school districts, including school-based ESL specialists and district Helping Teacher/Coordinator roles.

Prerequisites (or NONE):	EDUC 486.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*	Course Details
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**
	Expected frequency: **Annually**
	Maximum enrolment (for information only): **25**

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	45
Total hours	**75**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

the course content is integrated with the program or the current practice of enrolled teachers.

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

Transfer credit already exists: **No**

Scheduled Laboratory Hours

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

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

Department approval Dr. Vandy Britton		**Date of meeting:**	December 8, 2021
Faculty Council approval		**Date of meeting:**	February 11, 2022
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	April 22, 2022

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

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

1. Reflect on their own development, proficiencies, and identity as language learners, teachers, and leaders within a multicultural and plurilingual society.
2. Deepen their understanding of BC Ministry of Education funding policies and standards for supporting and assessing the progress of K-12 English Language Learners.
3. Demonstrate understanding of ELLs' academic performance and sources of underachievement for culturally and linguistically diverse (CLD) learners and students with interrupted formal instruction (SIFE).
4. Critically analyze historical and current second language acquisition (SLA) theories, ideologies, and instructional models for supporting multilinguals across the K-12 curriculum, including pedagogies of multiliteracies, plurilingualism and trans-languaging pedagogies, Universal Design for Learning, and the Sheltered Instruction Observation Protocol.
5. Demonstrate understanding of effective teaching strategies that cultivate ELL's academic discourses in the content areas of the K-12 curriculum, with a focus on disciplinary vocabulary development and oral language, reading and writing competencies.
6. Demonstrate the ability to align core and curricular competencies, content standards, academic language objectives, First Peoples Principles of Learning, and inclusive pedagogies to curriculum planning and assessment for K-12 English Language Learners.
7. Critically reflect on the roles and responsibilities of language learning specialists, including ELL teachers, mentors/coaches, and school and district leaders through a lens of equity, diversity, inclusion, and decolonization.
8. Develop a repertoire of resources and professional development opportunities for teaching and leading in English Language Learning programs.

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

Assignments:	100%		%		%
	%		%		%

Details:

Reflective journal (20%), final paper (30%), chapter presentation (25%), group presentation (25%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Cummins, J. & Early, M.	Big ideas for expanding minds: Teaching English Language Learners across the curriculum.	2015
2.	Textbook	Arnett, K. & Bourgoin, R.	Access for success: Making inclusion work for language learners.	2018
3.	Textbook	Gibbons, P.	Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom.	2015
4.	Textbook	Toppel, K., Huynh, T. & Salva, C.	DIY PD: A guide for self-directed learning for educators of multilingual learners.	2021
5.	Textbook	Ferlazzo, L. & Hull Sypnieski, K.	The ELL teacher's toolbox: Hundreds of practical ideas to support your students.	2018

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

Selected readings from the following: Helmer, S & Eddy, C. (2002), *[Look at me when I talk to you: EAL learners in non-EAL classrooms.](#)* Pippin.; Egbo, B. (2018). *Teaching for Diversity in Canadian Schools*. Pearson Canada.; and, James, C. (2010). *Seeing Ourselves: Exploring Race Ethnicity, and Culture*. Thompson.

Course Content and Topics

1. Evolution of terminologies in K-12 Language Education – Culturally and Linguistically Diverse (CLD) learners, English as Additional Language (EAL) learner, English Second Language (ESL) learner, English Language Learner (ELL), Emergent Bilinguals, Multilinguals, multilingualism, superdiversity and critical multicultural pedagogies, plurilingualism, translanguaging, dual language and identity texts, Students with Interrupted Formal Instruction (SIFE), Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
2. BC Ministry of Education funding policies and standards for K-12 ELL students (ELL Policy Guidelines, ELL Learning Standards, funding policies and accountability, ELL service delivery models, school district assessment and identification practices, roles and responsibilities of schools, teachers, ELL specialists)
3. ELLs' academic performance and sources of underachievement
4. Policies and practices related to integrating newcomer students into BC schools and classrooms with a focus on equity, diversity, inclusion

5. Second language acquisition (SLA) theories and approaches for K-12 contexts – comprehensible input and output theories; communicative, action oriented, and task-based approaches; Universal Design for Learning (UDL), differentiated instruction (DI), pedagogies of multiliteracies, Sheltered Instruction Observation Protocol (SIOP)
6. Intercultural competencies for teaching and leading in multilingual K-12 settings
7. Effective instructional strategies for scaffolding ELL learning across the curriculum (e.g., Picture Word Induction Model (PWIM), realia, word walls, and visual scaffolding, close reading, cloze activities, graphic organizers, readers theatre, reciprocal teaching, writing frames, cultivating academic language and discourse, dual language texts, digital technologies for language learning, etc.)
8. Curriculum planning, teaching, and assessment for ELLs (BC Ministry of Education Curriculum Guidelines, ELL Learning Standards, integrated academic language objectives, initial ELL language assessments, Annual Instructional Plans (AIPs), co-teaching models, etc.)
9. K-12 ELL teaching resources and professional development opportunities (professional books, associations, social media networks, in-service opportunities, etc.)

MEMO

UNIVERSITY
OF THE FRASER VALLEY

To: Samantha Pattridge, Chair, UEC

Cc: Tracy Ryder Glass, Vice-Provost, Dean, FECHD; Claire Carolan, Associate Director, Program Development and Quality Assurance

From: Vandy Britton and Chris Campbell, Co-Chairs, Program Working Group

Date: April 13, 2022

Re: Proposal for Teaching English Language Learners K to 12 Post-baccalaureate Certificate

---

Please accept the following attachments as part of the submission to UEC for the April 22, 2022 meeting: proposal for Teaching English Language Learners K to 12 Post-baccalaureate Certificate, the appendices, calendar copy, new course outlines and memos for EDUC 486 and EDUC 488, and a tracking report. The attachments are submitted on behalf of the Teaching English Language Learners Program Working Group.

The FPSCC approved this proposal as presented on January 21, 2022. The PSFC did the same on February 11, 2022. UEC Screening reviewed the proposal on March 2, 2022. The proposal was posted to CWC on April 5, 2022.

*Note: The program proposal and calendar copy are available in **S:\Groups\UEC\2022-04-22 Teaching ELL in K-12**.*

Program Summary:
The Teaching English Language Learners in K-12 post-baccalaureate certificate is designed to equip K-12 teaching professionals with the expertise they need to provide the English language education and support for English Language Learners to be successful in K-12 classrooms and, importantly, the educational leadership expertise in supporting ELLs at the school and district level. This expertise includes teaching, learning, assessment, and curriculum skills and knowledge relevant to K-12 with an emphasis on culturally responsive pedagogy; sociocultural and identity perspectives/awareness; Indigenization, equity, diversity, and inclusion. Additionally, this program would provide opportunities for teachers aiming to move into school-based and district-based leadership positions.

Program Working Group:
Vandy Britton (Co-Chair) – Department Head, Teacher Education
Chris Campbell (Co-Chair) – Department Head, Adult Education
Joanne Robertson – Assistant Professor, Teacher Education
Barbara Salingré – Associate Professor, Teacher Education
Mary Saudelli – Associate Dean, Faculty of Professional Studies
Awneet Sivia – Associate Professor, Teacher Education
Amea Wilbur - Assistant Professor, Adult Education

Concept Paper:
The concept paper for the Teaching English Language Learners K to 12 post-baccalaureate certificate was approved in the 2021 Program Report and Plan at the June 10, 2021, meeting of the UFV Board of Governors.

MEMO

TO: Samantha Pattridge, Chair, UEC

FROM: David Johnston, University Registrar

DATE: April 8, 2022

RE: English Language Proficiency requirement

Background

While reviewing Policy 99 in preparation for revision as part of our regular Policy review, we learned that there is a discrepancy in the UFV English Language Proficiency standards. UFV currently allows students to demonstrate English Language proficiency at the Entry Level through completion of 3 years or more in an education system where English is the primary language of instruction. When the current standards were set this was not also approved for the Degree/diploma level ELP standard. It is not clear whether this was deliberate or an oversight. As noted below (Appendix 1), many of our peer and comparator institutions use this method to satisfy the ELP requirement. There is a relatively common list of countries that are recognized for this purpose.

Recommendation

The current Policy guiding English Language proficiency (#99) is undergoing review and there will be opportunity for input and comment as part of the normal UFV Policy consultation process. In the meantime, we would like to add a 3-year rule to the degree/diploma proficiency requirement now so we can continue to attract qualified students to UFV.

Consultation has taken place with the UFV International Office, the Admissions Office, and Gilmour Jope in the English Language Studies program. No objections have been received. The Senate Graduate Studies Committee has also been seen the proposal and can accept this in the interim while working on developing a specific ELP requirement for Graduate Studies.

Motion

THAT: UFV allow applicants with at least 3 consecutive years of education where the language of instruction is primarily in the English language to meet the Degree/diploma level English language proficiency and approve the following addition to the Calendar, effective for students entering in September 2022.

"Successful completion of at least three years of formal, full-time study (not less than three courses per semester or equivalent with C grades or higher averaged over academic courses) at a secondary and/or post-secondary institution where English is the primary language of instruction in an English-speaking country recognized by UFV for English language proficiency purposes."

Appendix 1: Around the Country

KPU
Graduation from a baccalaureate degree, or two-year diploma program, or successful completion of two years of study (60 credits) at the undergraduate level, with a minimum CGPA of 2.0, at a recognized post-secondary institution where English is the primary language of instruction

VIU
Completion of six credits of post-secondary English composition and literature with a minimum grade of "C" from a recognized university where English is the language of instruction.

SFU
Completion of the last three (3) years of full-time secondary school education in English in a country in which the principal language of instruction is English with a minimum grade of 70% in senior level English

UBC
Complete four or more consecutive years of full-time education in English in a country other than Canada where English is the principal language. These four years must be immediately prior to attending UBC.

U of Calgary
Successful completion of at least three years of formal, full-time study (not less than three courses per semester) at an English secondary or post-secondary institution in an English-speaking country which the University of Calgary recognizes as English language proficiency exempt

U of Saskatchewan
Successful completion of at least one year of full-time study in a degree program or a three-year diploma from a recognized post-secondary institution where English is the official language of instruction and examination

Laurier
The three most recent years of full-time education must be in English without taking any ESL courses.

Mount Allison
Successful completion of at least 30 credit hours (or equivalent) at a post-secondary institution where English is the primary language of instruction, as recognized by Mount Allison.

Undergraduate Education Committee
Terms of Reference

RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.

3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.

4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.

6. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.

7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.

8. Establish such subcommittees as needed to fulfill the committee's responsibilities.

9. Other duties as assigned by Senate.

COMPOSITION

Voting Members
- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, University Registrar (or designate)
- Nine faculty members, approved by Senate, at least two of whom shall be members of Senate[*]
- Two Deans or associate deans approved by Senate
- University Librarian or designated Librarian[†] (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

Ex Officio Non-Voting Members
- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- Senior Advisor on Indigenous Affairs
- Manager, Enrolment Planning

---

[*] Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.
[†] Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity.

Approved by Senate October 18, 2019   Page **1** of **2**

- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance
- Director, Advising Centre (or designate)

Administrative Support
- UEC Assistant/Calendar Editor, Office of the Registrar

UNIVERSITY
OF THE **FRASER VALLEY**

Number	207
Effective Date	2013-02-15
Next Review Date	2018-02

UNDERGRADUATE DIRECTED STUDIES, SPECIAL TOPICS & INDEPENDENT STUDY COURSES

Approval Authority	Senate
Responsible Executive	Provost and Vice-President, Academic
Related Policies / Legislation	Undergraduate Course and Program Approval (21)

PURPOSE

This policy is to ensure a consistent approach to the scheduling and development of To ensure consistency across UFV programs and departments in definition and usage of the terms "directed studies", "special topics", and "independent study" at the University of the Fraser Valley (UFV). To establish university-wide procedures regulating the development and scheduling of "directed studies", "special topics", and "independent study" courses in undergraduate programs. To facilitate curriculum flexibility and development through the use of these course programming options, while ensuring that they are used appropriately to enhance student learning.

DEFINITIONS

In this policy, the following definitions apply:

Directed studies: an individualized research, directed reading or project-based course that is offered on an ad hoc basis and supervised by a faculty member. The directed studies course name and number are included in the UFV calendar (e.g. CHEM 408: Directed Studies in Chemistry).

Special topics: a course, section that permits individual taught by a faculty membersections to be taught on different related topics that are is not covered in other UFV courses. The special topics course name and number are included in the UFV calendar (e.g.PSYC 491: Selected Topics in Psychology).

Independent study: a course section of an existing course timetabled for a student to learn course material on their own with some guidance from the instructor. Course sections timetabled as independent study are usually offered in formats that differ from the standard course delivery format.

POLICY

Directed studies courses, special topics courses, and independent study are created and/or scheduled when feasible and appropriate to facilitate curriculum flexibility and development, and to enhance students' learning.

Directed studies and special topics course outliness must be approved through the formal process according to the Undergraduate Course and Program Approval policy (#21) before sections may be scheduled. The content of directed studies and special topics courses must not replace nor duplicate the content of existing courses in the UFV calendar.

All directed studies, special topics, and independent study course sections must be approved by the dean or designate before being timetabled.

Special topics courses are scheduled as part of the timetabling process by a department or program. The first time a special topics course is proposed, the syllabus must be approved by the UEC Screening

Subcommittee to ensure that official course outline learning outcomes are addressed and that any necessary consultation has occurred.

The content of directed studies and special topics courses must not replace nor duplicate the content of existing courses in the UFV calendar.

Independent study sections of a course will not be timetabled in the same semester as regular sections of the same course on the same campus. Exceptions may be granted by the dean or designate in special cases such as when availability of seats, scheduling, or mode of delivery in existing sections adversely impact on graduation timelines.

Only one independent study section (or multiple sections to a combined maximum of six seats) of a single course can be timetabled in a single semester.

An instructor may teach any combination of independent study and directed studies sections in a single semester, as long as the total enrollment of their sections does not exceed six. Under exceptional circumstances the dean may override this.

REGULATIONS

Directed Studies

1) A directed studies course section is initiated by a student or group of students, who identify a specific topic of interest to them and obtain the agreement of a UFV instructor to act as a supervisor for the course.

2) The student(s) and/or the faculty member must submit a proposal to their department or program head for approval. The proposal must contain the following elements:

   - A description of the topic to be addressed in the course

   - An overview of the project to be conducted

   - An explanation of how the proposed project fulfills the outcomes on the official course outline

   - A description of the planned format for the outcomes deliverables of the project (e.g. journal article, oral or poster presentation)

   - A description of the student and the supervisor responsibility in the course (if not stipulated in the approved department guidelines)

   - An explanation of how student work will be evaluated for grading purposes

3) The proposal must be approved in writing by the department or program head and submitted to the dean or designate.

4) A student may not enroll in more than one directed studies course in a single semester without the dean's permission.

5) A student may not enroll in more than one directed studies course with the same instructor. The dean or designate must approve any exceptions to this policy, and approval must be obtained prior to the student enrolling in the course(s).

Special Topics

Undergraduate Directed Studies, Special Topics & Independent Study Courses (207)   Page 2 of 3

1) A special topics course offering is initiated by the instructor, who identifies a topic for the course.

2) If the ~~course~~ specific topic has not been ~~approved by the Undergraduate Education Committee~~previously approved by the department, an instructor who wishes to offer a new topic in a special topics course must submit a proposed course ~~outline~~ syllabus to their department head. The course ~~outline~~ syllabus must contain:

   a. A rationale for the topic (including an explanation of why the subject of the course is appropriate for a special topics course)

   b. A description of learning outcomes for the topic ~~in accordance with~~with an explanation of how they fit within the approved learning outcomes of the official course outline

   c. A description of how student performance in the course will be evaluated, including weightings for evaluation components

3) The approval of the department or program and of UEC Screening must be obtained for th~~is~~e topic offered in this special topics course.

4) Generally, each separate offering of a special topics course will be distinguished with an alphabetical identifier after the course number (e.g. BUS 307C~~A~~, BUS 307D~~B~~). If the same version of a special topics course is offered more than once, the alphabetical identifier previously assigned to that version will be used.

5) Departments or programs may limit the number of special topics courses an individual student can take, and/or limit the number of special topics courses an individual student can use for program credit.

Independent Study

1) The ~~idea of offering a course in the independent study format should come from the department h~~Head or director, in response to student needs, initiates the process to offer an independent study course, ~~who s~~and ~~hould~~ discusses it with the instructor involved and with the d~~D~~ean.

2) The program or department head or director and the d~~D~~ean or designate must give their approval for an independent study section to be timetabled.

Course Numbering

For course numbering information, refer to ~~h~~https://www.ufv.ca/registration/how-to-register/course-numbering/~~ttp://www.ufv.ca/admissions/studentrecords/~~ in the Student Records Information section.

Special Topics Request Form (DRAFT)

This form is to be used the first time a special topics course is proposed, as per Policy 207. The UEC Screening Subcommittee will review this information to ensure that official course outline learning outcomes are addressed, and that any necessary consultation has occurred.

1. Course:

2. Proposed topic:

3. Rationale for developing this topic (examples may include faculty interest, emerging events, guest lecturers, student demand, etc.):

4. Calendar description to be included on the course syllabus:

5. Specific learning outcomes for this topic:

6. Other departments that have been consulted (if needed):

UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2021-22

UNIVERSITY
OF THE FRASER VALLEY

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Voting Members		
Vice-Chair, University Registrar (or designate)	Ongoing	David Johnston, Office of the Registrar
9 faculty members, at least 2 from Senate		
Faculty (senator)	08-01-2021 to 07-31-2024	Gilmour Jope, Faculty of Access & Continuing Education
Faculty	08-01-2021 to 07-31-2023	Teresa Arroliga-Piper, Faculty of Humanities
Faculty (senator)	08-01-2019 to 07-31-2022	Shelley Stefan, Faculty of Humanities
Faculty (senator)	08-01-2021 to 07-31-2024	Amber Johnston, Faculty of Health Sciences
Faculty	08-01-2020 to 07-31-2022	Adrianna Bakos, Faculty of Humanities
Faculty	08-01-2021 to 07-31-2023	Vanessa Radzmiski, Faculty of Science
Faculty	08-01-2020 to 07-31-2022	Carl Janzen, Faculty of Professional Studies
Faculty (senator)	08-01-2021 to 07-31-2024	Dana Landry, Faculty of Humanities
Faculty	08-01-2021 to 07-31-2023	Samantha Pattridge, Faculty of Humanities (Chair)
2 deans or associate deans		
Dean	08-01-2021 to 07-31-2024	Ian Affleck, Associate Dean, Faculty of Science
Dean	08-01-2021 to 07-31-2024	Linda Pardy, Associate Dean of Students, College of Arts
1 academic advisor	08-01-2021 to 07-31-2023	Nicholas Johnson, Advising Centre
1 staff	08-01-2021 to 07-31-2023	Courtney Boisvert, Upgrading & University Preparation
2 undergraduate students		
Student (senator)	08-01-2021 to 07-31-2022	Ravneet Sohal
Student	08-01-2021 to 07-31-2023	Sarbjot Nijjar
Associate VP, Teaching and Learning (or designate)	Ongoing	Claire Hay, Specialist, Teaching & Learning
University Librarian (or designated librarian) (ex officio)	Ongoing	Selena Karli, Librarian, Reference & Instruction
Ex-Officio Non-Voting Members		
Provost & Vice-President, Academic (or designate)	Ongoing	Randy Kelley (designate until July 31, 2024)
AVP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Amber Johnston (designate)
Executive Director, International Education	Ongoing	David McGuire
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
Manager, Enrolment Planning	Ongoing	Theresa Mulder
AVP, Institutional Research and Integrated Planning	Ongoing	Vladimir Dvoracek
Director, Advising Centre	Ongoing	Elaine Newman
Associate Director, Program Development & Quality Assurance	Ongoing	Claire Carolan
Administrative Support		
UEC Assistant/Calendar Editor, Office of the Registrar		Amanda Grimson

CURRENT MEMBERSHIP: 26 members - 18 voting members and 8 non-voting members

Quorum: Fifty percent (50%) of voting membership (not including vacancies)

Current as of March 1, 2022

AGENDA ITEM # 5.3.