



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
December 16, 2022 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 5      **2.1. UEC draft minutes: November 25, 2022**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

6 - 10      **3.1. Applied Business Technology**  
Review with changes including title and hours: ABT 131

MOTION: To approve the ABT 131 course outline as presented.

11 -      **3.2. Mathematics and Statistics**  
18      Review with changes including total hours: MATH 316, 340

MOTION: To approve the MATH course outlines as presented.

19 -      **3.3. Modern Languages**  
26      New course: SPAN 220, Comparative Grammar of English and Spanish  
New course: SPAN 230, Spanish Language and Culture for Business

MOTION: To approve the SPAN course outlines as presented.

27 -      **3.4. Creative Arts**  
35      New course: SOCA 301, Race, Place, and Space: Creative Tools for  
Navigating Turbulent Times  
  
Discontinuation of concentration: Bachelor of Media Arts, Interactive Media  
Leadership concentration

MOTION: To approve the SOCA 301 course outline as presented.

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MOTION: To recommend discontinuation of the Bachelor of Media Arts Interactive Media Leadership concentration, effective September 2023.

36 - **3.5. Social Work and Human Services**

47 Change to program requirements: Social Service Worker diploma — Indigenous focus

MOTION: To approve the changes to the Social Service Worker diploma — Indigenous focus as presented, effective September 2023.

48 - **3.6. Land Use and Environmental Change**

78 Review with changes including title: GEOG 340/GDS 340

New program: Bachelor of Regional and Community Planning

New course: PLAN 300, Planning for Housing: Affordability, Design, and Policy

New course: PLAN 310, Planning Law and Ethics

New course: PLAN 366, Resiliency Principles and Spatial Planning

New course: PLAN 400, Theories in Regional and Community Planning

New course: PLAN 410, Indigenizing Planning: Indigenous Land Use and Community Planning

MOTION: To approve the GEOG 340/GDS 340 course outline as presented.

MOTION: To recommend approval of the new Bachelor of Regional and Community Planning program as presented.

MOTION: To approve the creation of the new course code PLAN (Planning).

MOTION: To approve the PLAN course outlines as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. APPC report**

**4.2. Senate report**

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

**4.4. Policy Subcommittee report**

**5. INFORMATION ITEMS**

**5.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
HIST 323, 340

**6. ADJOURNMENT**



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

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

### **DRAFT MINUTES**

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**PRESENT:**

Ian Affleck, Donna Alary, Teresa Arroliga-Piper, Courtney Boisvert, Claire Carolan, Vlad Dvoracek, Shirley Hardman, Olivia Jackson, Carl Janzen, Bobby Jaswal, Nicholas Johnson, David Johnston, Randy Kelley, Dana Landry, Catherine Liao, William Maher, David McGuire, Samantha Patridge, Vanessa Radzinski, and Shel Stefan

**ABSENT:**

Claire Hay, Amber Johnston, Selena Karli, Linda Pardy, and Ravneet Sohal

**GUESTS:**

Sarah Graham, Tara Kaszonyi, Marlene Murray, John Pitcher, Chris Schinckus

**RECORDER:**

Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

**2.1. UEC draft minutes: October 28, 2022**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

**3. COURSES AND PROGRAMS**

**3.1. English**

Review with changes: ENGL 105, 374

John Pitcher (English department head) noted that although the revisions to ENGL 105 appear to be extensive, they are consistent with current best practices in writing studies.

There was some discussion regarding the description of assignments in the evaluation section. John will discuss suggestions for revision with the department and confirm with UEC Chair.

Following some discussion regarding ENGL 374, that course will be taken back to the department for revisions to how the research components and assessment are described.

**MOTION:**

To approve the ENGL 105 course outline as amended:

- Learning outcome #4: "recognize" changed to "identify".
- Evaluation: assignment details to be revised pending department consultation.

CARRIED

UEC Draft Minutes  
25 Nov 2022

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**3.2. Business**

New program: Business Analytics Post-baccalaureate diploma

New program: International Business Post-baccalaureate diploma

It was noted that the subject line of the memo was incorrect, and that the second paragraph in the entrance requirements for both programs belongs elsewhere in the calendar copy. The Residency section will also be edited to clarify that 50% of the courses must be completed "at UFV".

**MOTION:**

To recommend the new Business Analytics Post-baccalaureate diploma as presented.

CARRIED

**MOTION:**

To recommend the new International Business Post-baccalaureate diploma as presented.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. APPC report**

APPC has not met since the last UEC meeting.

**4.2. Senate report**

Senate received the proposal for a Fall reading break that came to UEC in May. This was received favorably, and the Registrar has been asked to provide some potential options.

Senate also received the Academic Misconduct report (attached to these minutes), and was informed that the Master of Arts (Criminal Justice), Digital Manufacturing diploma, and Engineering Physics diploma in Mechatronics have been reinstated for Fall 2023 admission.

Pending approval from the Board of Governors, the Faculty of Professional Studies is expected to change to the Faculty Business and Computing.

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

This committee has not met since the last UEC meeting.

**4.4. Policy Subcommittee report**

This subcommittee has not met since the last UEC meeting.

**5. INFORMATION ITEMS**

**5.1. Updated UEC membership**

UEC Draft Minutes  
25 Nov 2022

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- 5.2. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
ENV 200

**6. ADJOURNMENT**

The meeting was adjourned at 11:25 am.

**Memo for Course Changes**

To: FECHD Curriculum Committee

From: Christine Nehring, Program Head, Applied Business Technology

Date: September 27, 2022

**Subject: Proposal for revision of ABT 131: Keyboarding**

*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 increased availability of and advances in productivity tools and the introduction of accessibility legislation requirements for businesses make this the ideal time to revamp ABT 131. As many employers continue to test applicants on keyboarding speed, this skill will continue to be part of the course; however, the course offering will be expanded to include alternative methods for text generation (e.g., speech-to-text software) and productivity tools such as Adobe Acrobat and screen capture and captioning software. With administrative personnel playing a key role in the management of an office, competence in accessibility tools will ensure ABT graduates are able to assist their workplaces meet requirements laid out in the Accessible British Columbia Act.

**Reduction of hours:** Instructional hours previously involved students spending 90 in-class hours performing keyboarding drills using the Cortez-Peters method—a method developed in the early 20th-century for use with typewriters. The ABT program has adopted use of a leading educational keyboarding software, which emphasizes flexible routes to building keyboarding competency, giving students more control over their success and reducing the amount of time spent in development of keyboarding skill. Through the use of a flipped classroom approach, students will practice outside of class-time, leaving instructional hours for higher-level concepts such as exploring alternate methods of text generation, analyzing adaptive technology options, troubleshooting common keyboarding issues, and integrating skills into daily practice.

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

As the goal of ABT is to enable graduates to achieve professional success in their post-graduation lives, the changes to this course reflect that over-arching program outcome. The course's focus on accessibility plus the review of adaptive technologies provides students with a holistic lens to interrogate their current and future practice. All nine ILOs were taken into consideration in the development of this revised course, and students will come away equipped with augmented problem-solving and critical-thinking skills, refined information competency, and self-motivated and self-reflective learning and growth.

| <b>ABT 131 learning outcomes mapped to UFV ILOs</b>     |                           |
|---------------------------------------------------------|---------------------------|
| <b>Institutional Learning Outcomes</b>                  | <b>Met by ABT 131 LOs</b> |
| 1. Demonstrate information competency                   | 1, 2, 4                   |
| 2. Analyze critically and imaginatively                 | 2, 3                      |
| 3. Use knowledge and skills proficiently                | 1, 4, 5                   |
| 4. Initiate inquiries and develop solutions to problems | 3, 5                      |
| 5. Communicate effectively                              | 2, 3, 4                   |
| 6. Pursue self-motivated and self-reflective learning   | 4, 5                      |
| 7. Engage in collaborative leadership                   | 2, 5                      |
| 8. Engage in respectful and professional practices      | 2, 4, 5                   |
| 9. Contribute regionally and globally                   | 4, 5                      |

**ABT 131 Learning Outcomes**

1. Apply the principles of proper keyboarding technique through traditional keyboarding methods and speech-to-text software
  2. Analyze current adaptive technologies and their appropriate application
  3. Explore accessibility properties of various business applications
  4. Create workplace-ready resources using relevant technologies
  5. Integrate adaptive technologies into individual workflows
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)?  
These changes have been discussed with colleagues in the FECHD dean's office, Teaching and Learning, the Centre for Accessibility Services, the Office of the Registrar, and with industry partners.
  6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

Indigenization and decolonization are a continuous process within the ABT program. Explicit examples include the use of flexible delivery models, student participation in Indigenous events during class-time, observation of significant Indigenous occasions, introduction of foundational Halq'eméylem terminology, and incorporation of learning materials created by Indigenous communities.

Students are able to meet ABT 131 course requirements in multiple ways, which removes some of the barriers students have traditionally faced. An emphasis on interpersonal discussion and groupwork pertaining to lived experience empowers students to develop their own voice and build meaningful resources.

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

**Assignment design**

Students will be able to meet the course requirements through a variety of assessment methods. The incorporation of universal design principals will underpin assignments. For example, students will learn traditional touch type methods; however, they will also develop competence in alternate methods of text generation and will be able to choose their method of assessment for meeting text-generation standards.

In the remainder of the course, students can choose to complete assignments and projects in a variety of ways including presentations, reports, infographics, blog posts, podcasts.

**Topic Selection**

Building students' accessibility capability will allow them to better meet workplace accessibility responsibilities and anticipate future needs. The diverse range of topics covered will enable students to build a personal resource toolkit.

**Curriculum delivery**

All courses in the ABT program are now offered through online or hyflex delivery, increasing flexibility and accessibility for students.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
There are no special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials:  
\$60 for the access code to the Keyboarding Online textbook.





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2028  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 131                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> Adaptive Technologies and Keyboarding                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Course Short Title:</b> Adaptive Tech. & Keyboarding                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br>Introduction to the fundamentals of text-generation methods with an emphasis on speed and accuracy. Students will build proficiencies in traditional keyboarding techniques as well as in adaptive technologies used in document production such as speech-to-text, screen recording, captioning, and other accessibility and productivity tools.                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Admission to the Applied Business Technology certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>26</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>ABT is a cohort program with content integrated across the curriculum. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Department approval:</b> Christine Nehring                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> September 27, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> November 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 16, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |

ABT 131

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Apply the principles of proper keyboarding technique through traditional keyboarding methods and speech-to-text software.
2. Analyze current adaptive technologies and their appropriate application.
3. Explore accessibility properties of various business applications.
4. Create workplace-ready resources using relevant technologies.
5. Integrate adaptive technologies into individual workflows.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Quizzes/tests: | 10% | Assignments: | 40% | % |
| Project:       | 10% | Portfolio:   | 40% | % |

**Details:**

Students can choose to complete assignments and projects in a variety of ways including presentations, reports, infographics, blog posts, podcasts, traditional keyboarding assessment, and speech-to-text software.

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

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

| Type               | Author or description | Title and publication/access details | Year |
|--------------------|-----------------------|--------------------------------------|------|
| 1. Online resource | Ellsworth             | Keyboarding Online                   | 2022 |
| 2.                 |                       |                                      |      |
| 3.                 |                       |                                      |      |
| 4.                 |                       |                                      |      |
| 5.                 |                       |                                      |      |

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

Access to a Windows-enabled PC and internet.

**Course Content and Topics**

1. Introduction to Keyboarding Online software
2. Introduction to speech-to-text software
3. Review and analysis of current adaptive technologies
4. Exploration of productivity alternatives
5. Accessibility features in common workplace platforms
6. Accessibility legislation and its impact on the B.C. workplace

**Memo for Course Changes**

To: UEC

From: Ben Vanderlei, Department Head, Mathematics & Statistics

Date: November 4, 2022

**Subject: Proposal for revision of MATH 316**

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

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

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

2. Rationale for change: *This course is due a review. One of the learning objectives has been clarified and the typical content was changed to reflect this update. Hours have been brought into line with other 3-credit Math courses.*

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

*The learning objectives have not changed substantially.*

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

*This course counts as upper-level credits in the Math Major and Math Minor. No programs require this course.*

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

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

*Students in MATH 316 frequently meet in labs to write computer programs to verify theoretical results through calculations. One way that Indigenous ways of knowing could be incorporated into this course is by allowing the students to perform the computer verifications first. This would provide a foundation of experiential learning on which theory could be built. According to [Pulling Together: A Guide for Indigenization of Post-Secondary Institutions](#), Indigenous pedagogies emphasize learning by doing.*

*The focus of MATH 316 is the analysis of methods used to generate approximate solutions to a range of problems from calculus and linear algebra. It is feasible that students could apply the methods to problems which contain Indigenous content. For example, students could apply interpolation methods to a data set that is relevant to an Indigenous community.*

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

*One way in which MATH 316 has been made accessible is through the use of open-source software as a platform for computation. The current instance of this course is making use of a web-based platform that has fewer barriers to access.*

*The course delivery typically involves frequent time spent in a lab, working directly with the instructor and other students. This mode of delivery encourages students to learn from each other and can highlight diversity in the classroom. Assessments of work in the lab component can be formative and based on progress.*

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.)

*Lowering the maximum enrolment to 24 should be considered due to the lab component in this course.*

9. Estimate of the typical costs for this course, including textbooks and other materials: Open-source software is available.

*The cost of a textbook is typically less than \$100.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2028  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|
| <b>Course Code and Number:</b> MATH 316                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Course Full Title:</b> Numerical Analysis<br><b>Course Short Title:</b> Numerical Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Calendar Description:</b><br>The construction, analysis, and implementation of numerical methods to mathematical problems. These problems include examples from linear algebra, calculus, non-linear equations, the approximation of functions, and ordinary differential equations.                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | MATH 112 and one of MATH 152 or MATH 221.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | COMP 150 or COMP 152.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                   | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lecture/seminar | 30 | Supervised laboratory hours (computer lab) | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>50</b> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>50</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> October 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> November 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                 |    |                                            |    |  |  |  |  |  |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> December 16, 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. Explain floating-point number systems and arithmetic on such systems.
2. Describe the inherent limitations of floating-point representations.
3. Quantify the errors that arise in applying numerical methods to mathematical problems.
4. Evaluate the rate of convergence of a sequence of numerical approximations.
5. Demonstrate the convergence of approximations using computer calculations.
6. Accurately implement a variety of basic algorithms using a suitable computer language.
7. Identify examples of problems that are ill-conditioned.
8. Assess different numerical methods for a given mathematical problem.

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

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

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

**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 | Explorations in Numerical Analysis<br>Python edition | Exploration in Numerical Analysis, Python edition,<br>World Scientific | 2021 |
| 2. Textbook | Burden, Faires, & Burden                             | Numerical Analysis, Brooks/Cole                                        | 2016 |
| 3. OER book | Leon Brin                                            | Tea Time Numerical Analysis                                            | 2016 |
| 4.          |                                                      |                                                                        |      |

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

Students will make use of a computing platform such as Maple or Python.

**Course Content and Topics**

1. Floating-point number systems
  - a. Floating-point representations of real numbers
  - b. Roundoff error analysis
  - c. Floating-point arithmetic and cancellation error
2. Solutions of equations in one variable
  - a. The Bisection method
  - b. Fixed-point iteration
  - c. The Newton Method
  - d. Error analysis for iterative methods
3. Interpolation and polynomial approximation
  - a. Interpolation and the Lagrange polynomial
  - b. Divided differences
  - c. Numerical differentiation and integration
  - d. Richardson's extrapolation
4. Solutions of initial value problems
  - a. Elementary theory of initial value problems
  - b. Euler's method
  - c. Higher-order Taylor methods
  - d. Runge-Kutta methods
  - e. Stability and stiff differential equations
5. Iterative techniques in matrix algebra
  - a. Norms of vectors and matrices
  - b. Eigenvalues and eigenvectors
  - c. Iterative techniques for solving linear systems
  - d. Error estimates and iterative refinement
6. Approximation Theory
  - a. Discrete least squares approximation
  - b. Orthogonal polynomials and least squares approximations

**Memo for Course Changes**

To: UEC

From: Ben Vanderlei, Department Head, Mathematics & Statistics

Date: November 4, 2022

**Subject: Proposal for revision of MATH 340**

*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 learning objectives were clarified. Minor modifications, including hours, were made to reflect the way the course has been taught since the last review.*

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

*The learning objectives have not changed substantially.*

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

*This course is required by the Math Major. It is not required by other programs*

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

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

*A large component of MATH 340 involves reading and writing mathematical proofs. It is often*

*challenging for students to recognize what constitutes a valid proof. From one perspective, a proof is valid if it is accepted by the community. There is some element of reciprocity in this framework, which is recognized as one of the [First Peoples Principles of Learning](#).*

*There is an interesting story behind the genesis and development of real analysis in the 19<sup>th</sup> century. One way to integrate Indigenous ways of learning into the course would be the addition of a storytelling element to convey the human context to this very formal and abstract subject. A traditional undergraduate course in real analysis begins with the core definitions and then slowly proceeds to build on those definitions to arrive at some lofty conclusions. In reality, the conclusions came first as conjectures. The decades that followed saw the development of the foundations necessary to prove those conjectures. There is at least one textbook ([A Radical Approach to Real Analysis](#)) that presents the content of the course in this manner.*

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

*Assignments in MATH 340 can be designed in ways that provide students with significant feedback, which should be personalized to each student. Most of the objectives in the course involve writing mathematical proofs. Learning to write with the necessary mathematical precision requires making iterative improvements based on instructor feedback. By incorporating low-stakes (or even no-stakes) assessments, instructors can help all students develop the skills that they need to communicate clearly about the concepts they have mastered.*

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.)

*Lowering the maximum enrolment to 24 should be considered due to the writing-intensive assignments and the associated review that is required of the instructor.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *The cost of a textbook is typically less than \$100.*





**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2006  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2028  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 340                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Analysis                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Introduction to Analysis                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces some of the fundamental ideas of mathematical analysis, the subject which forms the rigorous foundation for calculus. Limits and convergence of sequences and functions, continuity, differentiability, Cauchy sequences, the Extreme and Mean Value theorems, uniform continuity, convergence and uniform convergence of infinite series, Taylor series, and the Riemann integral.                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | MATH 265.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>MATH 214, MATH 320</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">50</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 50 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>50</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>50</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> November 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 16, 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. Prove basic results in real analysis using accepted mathematical reasoning and formal proof structure.
2. Use the definition of convergence or apply basic theorems related to this definition to prove formally that a given sequence does or does not converge.
3. Use the definition of the limit of a function or apply basic theorems related to this definition to prove formally that a given function does or does not have a limit at a particular point.
4. Use the definition of continuity or apply basic theorems related to this definition to prove formally that a given function is or is not continuous at a particular point.
5. Apply core results of calculus such as the Intermediate Value Theorem, the Extreme Value theorem, the Mean Value theorem, and Fundamental Theorem of Calculus.
6. Define the Riemann integral and prove the fundamental properties of this integral.
7. Prove convergence theorems for series such as the Ratio test and apply them to test convergence of series.
8. Apply tests such as the Weierstrass M-test to prove uniform convergence of series and integrals.
9. Construct precise error estimates on Taylor polynomial approximations to smooth functions.

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

|             |     |                   |     |                   |     |
|-------------|-----|-------------------|-----|-------------------|-----|
| Final exam: | 35% | Assignments:      | 25% | Quizzes/tests:    | 40% |
|             | %   | [click to select] | %   | [click to select] | %   |

**Details:**

Students must achieve at least 40% on the final exam in order to receive credit for this course

**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 | Bartle, R.G. and D. Sherbert | Introduction to real analysis, Wiley             | 2011 |
| 2. Textbook | Abbot, Stephen               | Understanding Analysis                           | 2001 |
| 3. Textbook | Berberian, S.K.              | A first course in real analysis, Springer-Verlag | 1994 |
| 4. Textbook | Rudin, W.                    | Principles of mathematical analysis              | 1976 |
| 5.          |                              |                                                  |      |

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

**Course Content and Topics**

- I) Limits, Continuity, Differentiability:
  - 1) Limit of a sequence, Cauchy sequences, Bolzano-Weierstrass property
  - 2) Limit of a function
  - 3) Continuity
  - 4) Differentiability
- II) Applications of continuity and differentiability:
  - 1) Extreme Value theorem
  - 2) Mean Value theorem
  - 3) Fundamental theorem of calculus
  - 4) Uniform continuity
- III) Infinite Series:
  - 1) Series of constants – convergence, proofs of convergence tests
  - 2) Series of functions – convergence, uniform convergence, tests for uniform convergence – Weierstrass M-test, Abel and Dirichlet tests – continuity and differentiability of functions defined using series
  - 3) Taylor series – uniform approximation by polynomials, analytic functions
- IV) Integrals
  - 1) The Riemann integral
  - 2) Improper integrals – absolute and conditional convergence
  - 3) Integrals that depend on a parameter – uniform convergence

**Memo for New Course**

To: CACC

From: Alan Cameron, Department Head of the Modern Languages Institute (MOLA)

Date: October 6, 2022

**Subject: Proposal for new course SPANISH 220 – Comparative Grammar of English and Spanish**

*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):

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

*We need a greater variety of classroom courses for our Spanish minor because we currently have only 201 and 202 at the second year. This course will improve students' knowledge of the language and culture for professions in the target language, as it has an emphasis on business terminology, language use, and cultural aspects related to work and business contexts in the Spanish-speaking world with a global focus.*

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 \(ILOs\)](#):

*Students who successfully complete SPAN 220 will be able to "demonstrate information competency" (CLO 1), "analyze critically and imaginatively" (CLOs 2 & 4), "use knowledge and skills proficiently" (CLO 3), "communicate effectively" (CLO 5), "contribute regionally and globally" (CLOs 1-5).*

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

*No. It may become an elective in Latin American Studies.*

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

*MOLA, LAS and Business*

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 \(UNDRIP\)](#).

*SPAN 220 will contain Indigenous content insofar as Spanish and English (and particularly regional variations of Spanish) have borrowed vocabulary, and pronunciation, from Indigenous languages. This is far more extensive in Spanish than in English, though sometimes loanwords are transferred through several languages (e.g., coyote, English, from "coyote", Spanish, from "coyotl", Nahuatl, amongst many more examples). The more extensive and normalized use of Indigenous vocabulary and pronunciation in Spanish reflects the differences in patterns of colonization and cultural genesis and adoptions from regional indigenous languages. There will be a focus on comparing Indigenous people's experiences in Latin America with those in Canada. For example, the word turkey in English derives from a misunderstanding of the geographic origin of the animal. Similarly, the most common name for it in Spanish is "pavo", mistakenly derived from a*

*confusion with peacocks. However, regionally, “pavos” are called “guajolote”, “chumpe”, “chompipe”, “guanajo”, “pisco”, etc., all derived from local Indigenous languages. Indeed, in many parts of Latin America, names cannot be understood pronounced correctly without some knowledge of Indigenous vocabulary, history, and rules of pronunciation. Consequently, Spanish by its nature, “honours Indigenous knowledge at all touchpoints of learning”.*

*The course will follow a student-centered approach trying to weave Indigenous ways of knowing to promote cultural appreciation. For example, students will cooperate with others to arrive at conclusions by engaging in meaningful dialogue to understand their classmates’ ideas. Also, in this course, we will be comparing the grammar of two different languages, English and Spanish, that at the same time have many different linguistic varieties; therefore, students will be encouraged to identify how the structure of the language changes using oral, print, and other media texts from diverse cultures from the English and Hispanic worlds (e.g., Spanish from Cuba vs Spanish from Argentina in opposition of English from Canada vs English from New Zealand)..*

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

*This course is designed as an even-handed comparison of the grammars (and, hence, ways of thinking) of two languages, each of which is the product of the influences of many other languages. Its multicultural and multiethnic foundations, content, and method support UFV’s EDI Plan.*

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:

*Typical cost will be tuition plus textbooks. The cost of textbooks will be below \$200.*

## CWC comment and response:

- Is the 2002 textbook still relevant?

*Yes, grammatical structures have not changed. This is a good book and there’s not a new edition.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2028  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SPAN 220                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Comparative Grammar of English and Spanish                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Comparative Grammar: Engl/Span                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Modern Languages Institute                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students compare English and Spanish grammatical structures from the perspective of the English speaker. Focus on linguistic topics through practical applications to improve competency with the Spanish language.                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | SPAN 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>26</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 22, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> November 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 16, 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. Use key grammatical terminology and linguistic concepts.
2. Examine English and Spanish grammatical structures.
3. Identify common Spanish grammatical difficulties faced by English speakers.
4. Compare key Spanish grammatical concepts to English.
5. Compare the development of English and Spanish grammatical structures.

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

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

**Details:**

Assignments: Critical reaction essays, handouts, English/Spanish translations.

**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 | Farrell, E.R. & Farrell, C.F. | <i>Spanish &amp; English Grammar</i> . (3 <sup>rd</sup> ed). New York: McGraw Hill.                | 2012 |
| 2. Textbook | Whitley, M. S.                | <i>Spanish / English Contrasts: A course in Spanish Linguistics</i> . Georgetown University Press. | 2002 |
| 3. Textbook | Di Tulio, A.                  | Manual de Gramática del Español. Ciudad Autónoma de Buenos Aires: Waldhuter Editores.              | 2014 |
| 4.          |                               |                                                                                                    |      |
| 5.          |                               |                                                                                                    |      |

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

- Introduction to comparative grammatical analysis
- Parts of speech
- Word order in English and Spanish
- Verb morphology in English and Spanish
- Noun morphology in English and Spanish
- False friends and other misused words
- Organizing the lexicon in two languages
- Regional language varieties of Spanish and English
- The influence of Latin-American Indigenous languages into Spanish and English
- Spanglish
- Non-existent words, words with double meanings, and other misused expressions
- Spelling and punctuation: writing in two different languages

**Memo for New Course**

To: CACC

From: Alan Cameron, Department Head of the Modern Languages Institute (MOLA)

Date: October 6, 2022

**Subject: Proposal for new course SPANISH 230 – Spanish Language and Culture for Business**

*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):

*We need a greater variety of classroom courses for our Spanish minor because we currently have only 201 and 202 at the second year. This course will improve students' knowledge of the language and culture for professions in the target language, as it has an emphasis on business terminology, language use, and cultural aspects related to work and business contexts in the Spanish-speaking world with a global focus.*

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 \(ILOs\)](#):

*Students who successfully complete SPAN 230 will be able to "demonstrate information competency" (CLO 1), "analyze critically and imaginatively" (CLOs 2 & 4), "use knowledge and skills proficiently" (CLO 3), "communicate effectively" (CLO 5), "contribute regionally and globally" (CLOs 1-5).*

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

*No. It may become an elective in Latin American Studies.*

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

*MOLA, LAS and Business*

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 \(UNDRIP\)](#).

*SPAN 230 will contain Indigenous content as Indigenous peoples, even if they are confronted with structural barriers that limit their social and economic inclusion, they are a vibrant part of the society, culture, and economy of Latin American countries. In this course, we will address Indigenous social entrepreneurship practices in Latin America as a way to reduce poverty and contribute to the economic inclusion of historically segregated groups. Also, we will discuss how Indigenous groups in Latin America have created socially responsible business relationships, and how we have learned their values and worldviews. As part of this course, students can learn from Indigenous entrepreneur women who will be invited to share their business experiences with us.*

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

*This Spanish language course will cover content related to business, and the culture of business in the Spanish-speaking world, which includes not only the twenty-one different countries where Spanish is spoken, but also Hispanic populations in the United States, and Indigenous communities in Latin America. Therefore, the course has multicultural and multiethnic foundations, content, and methods that support UFV's EDI Plan.*

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:

*Typical cost will be tuition plus textbooks. The cost of textbooks will be below \$200.*

**CWC comment and response:**

- Given that this is a 200-level course meant to be taught in Spanish, Screening is concerned that the outcomes may be too ambitious. Will it be possible for students to do this work in a Spanish immersion setting at the level of these outcomes?

*Yes, I have done this course in the past with a Community Service Learning component. It would be great if we can incorporate it to the course.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2028  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SPAN 230                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Spanish Language and Culture for Business                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Lang & Culture for Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Modern Languages Institute                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>An introduction to Spanish for business at the intermediate level. The course emphasizes business terminology, language use, and aspects of Spanish-speaking cultures in global workplace contexts. This course is conducted in Spanish.                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | B- or better in SPAN 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>26</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 22, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> December 16, 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. Develop Spanish vocabulary for professional communication skills in a business setting.
2. Identify important historical, demographical and geographical information relevant to business practices some countries in the Spanish-speaking world.
3. Explain how language and cultural practices influence trade between Canada and some Spanish-speaking countries.
4. Discuss general differences between Spanish-speaking and Canadian business cultures.
5. Articulate how Indigenous peoples are participating in social entrepreneurship practices in a Spanish-speaking context.

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

|              |     |            |     |          |     |
|--------------|-----|------------|-----|----------|-----|
| Assignments: | 40% | Portfolio: | 25% | Project: | 35% |
|              | %   |            | %   |          | %   |

**Details:** Assignments include a series of written documents such as memos, business letters, and reports. The portfolio includes a Curriculum Vitae with the format of a Spanish-speaking country, a cover letter, and a business proposal (all in the target language).

**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 | Jimeno, M.J. & Palacios, E.                                           | <i>Profesionales de los negocios: curso de español.</i> EnClave Ele.                           | 2018 |
| 2. Textbook | Martínez, L. & Sabater, M.L.                                          | <i>Socios 2: Curso de español orientado al mundo del trabajo.</i> Barcelona, España. Difusión. | 2008 |
| 3. Textbook | Furio Blasco, E., Alonso Pérez, M., Martí, L., and Blanco Callejo, M. | <i>El español en entornos profesionales.</i> Editorial Edinumen.                               | 2016 |
| 4.          |                                                                       |                                                                                                |      |
| 5.          |                                                                       |                                                                                                |      |

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

- Business in the Spanish-speaking world
- Work culture
- Labour relations
- Women at work
- International business
- Business and globalization
- Intercultural communication
- Working abroad
- Human resources
- Women in the workplace
- Social entrepreneurship: Indigenous entrepreneurs
- Interpersonal communication in the business world
- Imports and exports
- International trade agreements
- Banking and financial products
- Marketing and advertising
- Business and social networks

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, Director School of Creative Arts

Date: September 8 2022

**Subject: Proposal for new course SOCA 301: Race, Place, and Space: Creative Tools for Navigating Turbulent Times**

*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 successfully taught as IDS 300G twice. The School of Creative Arts would like to regularize its offering. The Theatre, Visual Arts, and Art History programs are all undergoing program reviews and expect to incorporate this course into program requirements or options when programs are revised following the completion of program reviews. This course would also benefit students in many UFV programs, such as Education, Social Work, Indigenous Studies, and PACS. Once this course is approved, we will request that SOCA 301 can fulfill Intercultural Engagement core competencies in the BA and BIS programs and will ask other departments to consider integrating this course as a program elective.

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 \(ILOs\)](#):

Learning outcomes for the Theatre and Visual Arts Major will be revised in 2022-23 following the program reviews. Both programs, as well as the Art History program, have articulated goals of increasing awareness of EDI and promoting anti-racist pedagogy; revised program learning outcomes will reflect these goals. This course's learning outcomes (Apply concepts from theoretical readings to the analysis of performances, artworks, cultural performances, and social justice movements; Analyze systemic racism and approaches to decolonization; Articulate the "real-world" applications and implications of theory from multiple disciplinary perspectives, with particular emphasis on the implications for racialized and historically marginalized groups) contribute to the ILO "Contribute regionally and globally". The course learning outcome of "Critically position themselves in relation to readings and performances, demonstrating self-awareness" contributes to the ILO of "Pursue self-motivated and self-reflective learning."

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?

All SOCA areas (Art History, Media Arts, Visual Arts, Theatre) and BFA/BMA areas (GDD, Creative Writing, Communications, MACS). The teaching and learning, Indigenization specialist, has also been consulted about the course. Michelle Johnson in T+L has also reviewed the course and provided feedback on course design and online/blackboard elements.

5. If a new discipline designation is required, explain why: NA
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 \(UNDRIP\)](#).

This course engages with the following aspects of BRP 200.05. First, with being “welcoming to students of Aboriginal ancestry and provide support services that address the barriers and challenges uniquely faced by Aboriginal learners in their access, participation and success in higher learning and in their preparation for employment or further education.” Indigenous students in the previous iterations of the course as IDS 300 have consistently discussed feeling heard and supported by the type of course material we have woven throughout and the manner in which we approach the material. Second, that “The University will develop respectful and ethical educational, service and research protocols and guidelines for addressing Aboriginal knowledge systems, language and culture. It will establish an environment that respects, promotes and celebrates knowledge of aboriginal history, language, culture, values and indigenous ways of knowing.” The assignments in the course are designed to incorporate Indigenous ways of knowing and offer a range of artists, advocates, scholars, theorists and readings by, for and about Indigenous peoples throughout the course rather than a “special week” on Indigenization. For example, we screen Marie Clements’ film *The Way Forward* which documents the use of the *Native Voice* newspaper in BC and the ways in which it connected and strengthened Indigenous sovereignty movements. We also analyze the Indian Act and consider the contemporary realities that stem from this historical document. Throughout the course we weave in Indigenous perspectives and speakers, advocates, and thinkers. We analyze work by scholars such as Lee Maracle, Jeanette Armstrong, and Marilyn Dumont, we engage in Indigenous Poetics and theories, we deconstruct artwork by Kent Monkman and Lawrence Paul Yuxpuleptun, we view and discuss films by Marie Clements and Lisa Jackson, we analyze and engage with plays and lectures by Tomson Highway, we listen to hip-hop by JB the First Lady, Ronnie Dean Harris and Christie Lee Charles who are all artists involved in language revitalization.

This course contributes to UFV’s Integrated Strategic Plan, specifically its aspiration to “pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.” Interdisciplinary studies is the foundation for the course design and this is inherently a diverse pathway in that it involves multiple disciplines and perspectives on systemic racism and colonial bias. Students repeatedly referenced throughout the course their sense of their perspectives being transformed as they learned more about their own biases, historical experiences of systemic racism, Indigenization, and more expansive ways of knowing. The Strategic Plan aims to “Provide inclusive learning environments for everyone Starting with our commitment to Indigenization, we will honour

Indigenous knowledge at all touchpoints of learning.” We recognize that due to systemic barriers, not everyone has had equitable opportunities to access post-secondary education. In response to this, we will continually strive towards identifying and reducing access barriers for individuals from marginalized and underrepresented groups. Engaging everyone in an inclusive learning environment requires enhancing deep listening, dialogue, and democratic civil engagement. It means thinking outside the usual boxes we employ, moving towards fostering interdisciplinary and integrated forms of engagement. Engaging learners occurs in many forms. To fulfill this goal, we will (among other things) emphasize active and experiential forms of learning. For students, this means opportunities to participate in research and scholarly activities with faculty members. We will also enhance digital literacy and access to technology, so there is equity for all in terms of opportunities to engage in learning. Through all of these efforts, we will prioritize “accessible and flexible opportunities to support personalized, life-long learning for everyone.” After the conclusion of the course, we find opportunities to disseminate the final projects to the wider community. We assist in revising research essays and projects for public presentation and practice delivery. We see this as an extension of the course beyond what happens in the classroom. Students also get valuable mentorship and become leaders and spokespeople for the anti-racist educational goals inherent in their research projects. For example, one student created a project on systemic racism in the police force, and later presented this to her fellow RCMP officers in a training session. Another student who works with youth-at-risk in Chilliwack did her research project on Indigenous youth and prioritized their voices and identified their needs and was able to present that research at her work place.

This course also meets the following strategic goals:

1. “dismantling settler colonialism by centering Stó:lō ways of knowing and being in the University.”
2. “integrating equity, diversity and inclusion into all aspects of our institutional culture”
3. “Rooted in our commitment to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, UFV will actively pursue the building of community through a number of means. As a regional and primarily undergraduate University, we will do this by offering programs and conducting scholarly activities that enrich the lives of those in the Fraser Valley and ensuring that those living in the Fraser Valley will have better access to all our programs. Within all of our programs, we will educate students to act as ethical and engaged global citizens who redress historical injustices. In doing so, we can cultivate the capacity for healthy and vibrant communities within and beyond the Fraser Valley. Community-building will extend beyond our educational programs. Throughout the institution we will work to develop a vibrant and diverse culture on each of our campuses. To further foster community, we will develop meaningful partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability. Our purpose in community building is not only to create a positive environment for those at UFV, but to create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world. “
4. “Integrity Letse o sqwelewele We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently. Inclusivity Lexwsq’eq’ostexw We welcome everyone, showing consideration and respect for all experiences and ideas. Community St’elt’elawtexw We

cultivate strong relationships, acting as a hub where all kinds of communities — educational, scholarly, local, global, and cultural — connect and grow. Excellence Ey shxweli We pursue our highest standard in everything we do, with determination and heart. “

For example, in this course, we often give prompts for the journal reflections asking students “what resonates with you and why?” We encourage the students to consider all dimensions of themselves in their response (physical, mental, emotional, and spiritual). We ask what physical sensations they had while engaging with the material, what emotions arose, or what spiritual questions they may now have. This encourages deep self-reflection and awareness of all of the aspects of a person.

The course reflects the TRC Calls for Action 62 and its focus on curriculum related to residential schools and educating future teachers on integration of Indigenous knowledge and pedagogy. It uses UNDRIP Articles 2 through 5 which highlight equity and Indigenous sovereignty as a foundation, and our work on understanding the Indian Act is towards Articles 8 through 10. Many other UNDRIP Articles are addressed by the course, and, in the spirit of reconciliation, we focus on culturally appropriate language and protocols and examine settler bias and narrative that contribute to systemic colonial practices. The course is also informing practitioners who will be working with Indigenous peoples in the areas of Education, Social Work, Indigenous Studies about historical and contemporary aspects of Indigenous peoples experiences, perspectives and realities. Throughout the course, students are introduced to advocates who are visionaries for sovereignty rights and education. For example, concrete measures such as “Land Back Movement” are introduced and discussed in the course.

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

EDI considerations are incorporated in the assignments, the readings, and the way in which we run the seminars. The modules of the course highlight positionality, power dynamics, considerations around racial privilege and whiteness, systemic racism, decolonization, and allyship. Assignments such as a positionality exploration ask students to consider their own story and life and biases and perspectives. Both instructors offer their own as a sample and to create safety to discuss the concept of positionality. It is foundational to understanding how our lives and views are conditioned before we engage in the other topics. In the research project assignment, students are pulling together the scholarly readings, their own positionality and creating an artifact that suggests the core of their research project/process. These are the assignments that we bring to the larger community beyond the course after the course ends. This course is team taught by instructors from diverse racialized communities to reflect EDI.

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

This course must be team-taught by instructors from diverse racialized communities to reflect EDI. The class size (40) allows for this course to be run with two instructors and meet budget considerations. Ideally, in the FTF version of the course, field trips would be included to ensure the applied learning aspect of the learning outcomes is met. Field trip costs will be covered by students. The course will be timetabled annually, with a potential summer offering for specific demographics or cohorts if other

areas are interested in such an offering (e.g. science students, business students, offerings to serve institutional partners at NVIT or Nuxalk College or University of Silesia in Poland).

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

\$60-\$120



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOCA 301                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Race, Place, and Space: Creative Tools for Navigating Turbulent Times                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Race, Place & Space                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Creative Arts                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>Interdisciplinary theoretical content is illustrated with examples from creative practices, and students use creative and embodied methodologies to engage with course content. Students explore issues of decolonization, whiteness, racialization, privilege, and power, with the aim of promoting anti-racism. Students learn about global, national, and local expressions of systemic racism and the mechanisms of racial privilege.</p> <p>Note: Students with credit for IDS 300G cannot take this course for further credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>IDS 300G</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                           |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>40</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> June 10, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 16, 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. Employ critical reading skills to engage with theoretical texts from various disciplines.
2. Apply concepts from theoretical readings to the analysis of performances, artworks, cultural performances, and social justice movements.
3. Critically position themselves in relation to readings and performances, demonstrating self-awareness.
4. Analyze systemic racism.
5. Examine approaches to decolonization, with consideration of the personal work it involves.
6. Articulate the "real-world" applications and implications of theory from multiple disciplinary perspectives, with particular emphasis on the implications for racialized and historically marginalized groups.
7. Contribute to the development of an intellectual community, e.g. through participation in seminars or discussion boards.
8. Synthesize various disciplinary perspectives, theoretical analyses and creative practices.

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

|                             |     |              |     |   |
|-----------------------------|-----|--------------|-----|---|
| Journal                     | 25% | Assignments: | 15% | % |
| Class Engagement Activities | 30% | Project:     | 30% | % |

**Details:**

Class engagement activities include seminar participation (including level of engagement, contributing to conversations, listening, following class code of conduct), discussion board posts, in-class low stakes writing exercises, participation in peer review of research projects

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

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

This course is normally team-taught by instructors with different experiences of race and racialization from one another.

**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. Article | David Garneau                                 | Imaginary Spaces of Conciliation and Reconciliation: Art, Curation, and Healing | 2016 |
| 2. Article | Lee Maracle                                   | Who Gets to Draw the Maps: In and Out of Place in British Columbia              | 2015 |
| 3. Article | Robin DiAngelo                                | White Fragility                                                                 | 2011 |
| 4. Article | Rodney Diverlus                               | Choreographic Design and Performing Black Activism                              | 2020 |
| 5. Article | Robyn Maynard and Leanne Betasamosake Simpson | Toward Black and Indigenous Futures on Turtle Island                            | 2020 |

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

**Course Content and Topics**

Positionality and power

- Vocabulary, space/place considerations and methods, personal connection to land and land acknowledgements
- Colonial thought: the Indian Act and the residential school system

Whiteness and privilege

- Racial privilege and white body supremacy, systemic racism
- Intersectionality and its impact on racialized and gendered violence: Black Lives Matter and MMIW (Missing and Murdered Indigenous Women)

Systemic racism

- Constellations of power and activism
- Race, place, and space

Decolonization and allyship

- Indigenous sovereignty and Indigenous resurgence
- Becoming antiracist

Resilience and joy

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: September 16, 2022

**Subject: Program change to BMA – Interactive Media Leadership Concentration**

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): The revised BMA focuses on preparing students to create digital content for creative industries, not on management. Students seeking education to prepare them for media leadership would be better served by other UFV programs/courses e.g., CMNS, GDD, Business.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: NA
4. What consideration has been given to indigenizing the curriculum? NA
5. Will additional resources be required? If so, how will these costs be covered? NA
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
Students in the concentration will be able to complete the program, no existing courses will be discontinued as a result of this concentration option discontinuation.
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? NA
8. Identify any available resources that will be used to accommodate the program changes. (E.g., seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) NA
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. NA

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. NA

**CWC comment and response:**

- How many students are currently in this concentration?  
*There are no students currently registered in this concentration.*

**Memo for Program Changes**

To: Chair, UEC

From: Karun Karki, HSER Committee Chair, SWHS

Date: September 28, 2022

**Subject: Program change Social Service Worker diploma – Indigenous Focus**

1. Summary of changes (select all that 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): to expand Indigenous course options to students taking the Social Service Worker – Indigenous Focus diploma. The program originally required students to take 4 FNST courses. These 4 courses have since moved to College of the Arts (June 2021) and were updated and changed to IPK courses. With these changes and not being able to guarantee that the four original courses would run the HSER Committee decided to expand the options to students taking the Indigenous Focus Social Service Worker diploma. The HSER Committee has met a number of times and compiled a list of courses (attached) that they believe will suit.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? This program has an Indigenous focus specifically. Expanding the number of Indigenous elective courses students can choose from furthers the indigenization of the curriculum.
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Allowing more options for the four required courses may increase the enrolment in the Indigenous Focus diploma.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No
8. Identify any available resources that will be used to accommodate the program changes. (e.g., seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

## Social Service Worker diploma - Indigenous focus

### Semester I

| Course             | Title                                                                                                                                 | Credits      |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------|
| CMNS 125           | Communicating Professionally to Academic and Workplace Audiences                                                                      | 3            |
| <b>or</b> ENGL 105 | Academic Writing                                                                                                                      |              |
| HSER 120           | Interpersonal Communications for Human Services                                                                                       | 3            |
| HSER 140           | Introduction to Indigenous-Centred Human Services                                                                                     | 3            |
| <del>IPK 105</del> | <del>Introduction to Stó:lō People and Communities (formerly FNST 101)</del>                                                          | <del>3</del> |
|                    | <u>One university-level elective with an Indigenous focus chosen from <i>Qualifying elective courses with an Indigenous focus</i></u> | <u>3</u>     |
| SOWK 110           | Introduction to Social Work and Human Services                                                                                        | 3            |

### Semester II

| Course   | Title                       | Credits |
|----------|-----------------------------|---------|
| HSER 130 | Social Services Practicum I | 7       |

|                    |                                                                                                                                       |              |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <del>IPK 106</del> | <del>Stó:lō Ways of Healing and Helping (formerly FNST 402)</del>                                                                     | <del>3</del> |
|                    | <u>One university-level elective with an Indigenous focus chosen from <i>Qualifying elective courses with an Indigenous focus</i></u> | <u>3</u>     |
| PSYC 101           | Introduction to Psychology I                                                                                                          | 3            |
| <b>or</b> PSYC 102 | Introduction to Psychology II                                                                                                         |              |
| SOC 101            | Introductory Sociology                                                                                                                | 3            |

### Semester III

| Course             | Title                                                                                                                                 | Credits      |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------|
| CMNS 251           | Professional Report Writing                                                                                                           | 3            |
| HSER 200           | Interview and Assessment Skills for Human Services                                                                                    | 3            |
| <del>IPK 206</del> | <del>Stó:lō Communications and Worldview (formerly FNST 201)</del>                                                                    | <del>3</del> |
|                    | <u>One university-level elective with an Indigenous focus chosen from <i>Qualifying elective courses with an Indigenous focus</i></u> | <u>3</u>     |
| SOWK 225           | Human Behaviour and the Social Environment                                                                                            | 3            |
| <b>or</b> PSYC 250 | Introduction to Developmental Psychology                                                                                              | 3            |

|          |                                                    |   |
|----------|----------------------------------------------------|---|
| SOWK 283 | Introduction to Social Work Practice with Families | 3 |
|----------|----------------------------------------------------|---|

## Semester IV

| Course             | Title                                                                                                                                 | Credits      |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------|
| HSER 230           | Social Services Practicum II                                                                                                          | 6            |
| <del>IPK 205</del> | <del>Stó:lō Social and Governing Structures (formerly FNST 202)</del>                                                                 | <del>3</del> |
|                    | <u>One university-level elective with an Indigenous focus chosen from <i>Qualifying elective courses with an Indigenous focus</i></u> | <u>3</u>     |
| SOWK 210           | Introduction to Social Welfare                                                                                                        | 3            |
| SOWK 297           | Introduction to Mental Health and Substance Use                                                                                       | 3            |



## Qualifying elective courses with an Indigenous focus

SOCIAL SERVICE WORKER DIPLOMA – INDIGENOUS FOCUS

Contents

Anthropology ..... 2

Child and Youth Care..... 2

Criminology ..... 3

English ..... 3

~~First Nations Studies~~ see Indigenous Peoples Knowledge ..... 3

Geography..... 3

History..... 3

Indigenous Peoples Knowledge ..... 3

Political Science..... 6

Social Work ..... 6

Sociology ..... 6

### Anthropology

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>ANTH 111</b> | <b>First Nations of British Columbia — Traditional Cultures</b><br><br>An introduction to the anthropological literature on the indigenous cultures of the coast and interior of British Columbia. Topics include the archaeological record, languages, resource use, social structure, ceremonies, culture changes following the arrival of Europeans and the expansion of the Canadian state, and the relationship between colonialism and de-colonization.                                                                                                                                                     |  |
| <b>ANTH 211</b> | <b>Aboriginal Peoples in BC: Contemporary Issues</b><br><br>This course will focus on issues of importance to aboriginal communities in BC related to land claims, self-government, and various aspects of community development including education, family, health and wellness, and resource management, as well as urbanization. Relevant historical events, circumstances, and/or current initiatives will be explored using key concepts and methods of analysis used by social scientists. Significant aspects of aboriginal/non-aboriginal interactions, relationships, and experiences will be examined. |  |
| <b>ANTH 387</b> | <b>Aboriginal Peoples of Canada</b><br><br>This course looks at selected studies of cultural patterns and contemporary issues of Aboriginal Peoples in Canada (including First Nations, Inuit, and Metis).                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

### Child and Youth Care

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| <b>CYC 202</b> | <b>Indigenous Perspectives in Child and Youth Care Practice</b><br><br>This course provides Indigenous perspectives that are valuable to CYC practitioners in helping them gain a professional level of sensitivity in working with clients of Indigenous descent. Knowledge of Stó:lō history, culture, traditions/teachings, language, and current issues are shared from an Indigenous perspective. |  |
| <b>CYC 462</b> | <b>Transitions: Working with Grief and Loss</b><br><br>All people experience grief and loss. Based on Indigenous ways of moving forward after these events, this curriculum provides students with knowledge of how to help children, youth, and families navigate these transitions while providing support for the journey.                                                                          |  |

### Criminology

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|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>CRIM<br/>211</b> | <b>Indigenous Peoples, Crime and Criminal Justice</b><br>Examines historical and contemporary issues regarding Indigenous Peoples, crime, and the criminal justice system, including the impact of colonization, government policies and programs, and the increasing role of Indigenous communities in implementing justice initiatives. |  |
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### English

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| <b>ENGL<br/>253</b> | <b>Introduction to Storytelling in Indigenous, Theatrical, and Global Communities</b><br>This course introduces students to storytelling by exploring the relationship between community, (auto) biography, and performance. Students will learn protocols, creative processes, and storytelling techniques. The course includes an introduction to Stó:lō stories. Students will create and perform their own stories. |  |
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### First Nations Studies see Indigenous Peoples Knowledge

### Geography

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| <b>GEOG<br/>447</b> | <b>Aboriginal Geography</b><br>Using geographical models and methods of analysis, this course will explore the different human geographies created by, and the various geographical imaginations of, aboriginal, indigenous, and/or non-western Peoples and cultures before, during, and after contact with Europe. Field trips outside of class time are required. |  |
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### History

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| <b>HIST<br/>103</b>  | <b>Stó:lō History</b><br>Examines key themes in the history of the Stó:lō Peoples, from the pre-contact era to the present. Emphasis will be given to oral history as a way of accessing and documenting a community's knowledge of its own past.                  |  |
| <b>HIST<br/>327</b>  | <b>Settler-Indigenous Relations in New Zealand and Canada</b><br>Examines Indigenous-settler Relationships in New Zealand and Canada, from pre-contact to 2000. The comparative framework highlights the influence of distinct local circumstances in each region. |  |
| <b>HIST<br/>3960</b> | <b>Residential Schools in Canada (Special Topic)</b>                                                                                                                                                                                                               |  |

### Indigenous Peoples Knowledge

|                |                                           |  |
|----------------|-------------------------------------------|--|
| <b>IPK 102</b> | <b>Introduction to Indigenous Studies</b> |  |
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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|                | Provides students with the aptitudes required to achieve academic success today and become leaders tomorrow. Builds critical-thinking and interpersonal skills. Develops a sense of belonging in a post-secondary setting while respecting Indigenous identities and worldviews.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |
| <b>IPK 105</b> | <b>Stó:lō Nation Development</b><br><br>The purpose of this course is to enable professional helpers working with the Stó:lō people to do their jobs more effectively by examining the development of the Stó:lō Nation, beginning with a historical, socioeconomic overview. The students will explore Stó:lō cultural philosophy, values, and beliefs, and compare them with Western philosophies, values, and beliefs. Using a framework that encompasses pre-contact, contact, and contemporary Stó:lō society, students will study the evolution of the Stó:lō Nation' socioeconomic structure.                                                                                                                                                                                                                            | Formerly<br>FNST 101 |
| <b>IPK 106</b> | <b>Stó:lō Traditional Ways of Healing and Helping</b><br><br>The purpose of this course is to enable professional helpers working with the Stó:lō people to do their jobs more effectively by learning about traditional Stó:lō ways of healing and helping. After exploring the role of self-esteem and motivation in healing, students will learn how techniques of teamwork, sharing, and group work contribute to healing and helping processes. Students will be encouraged to reflect on the importance of building "self-in-relation" for healing and maintaining health. Finally, this course will study the relationship between healing individuals and families and building healthy communities and nations. Students will learn that all ways of helping and healing are interconnected in a "circle of wellness." | Formerly<br>FNST 102 |
| <b>IPK 202</b> | <b>Introduction to Indigenous Resurgence</b><br><br>Students will be exposed to a variety of ways in which Indigenous Peoples around the world have resisted colonization, revitalized Indigenous knowledge, and shaped Indigenous identities in both the past and the present.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| <b>IPK 205</b> | <b>Stó:lō Social Structure</b><br><br>This course will examine Stó:lō social structure from pre-contact to contemporary. The role of Stó:lō Nation as a service provider, the structure of Stó:lō communities, and the roles of community members will be explored. In order for students to gain an understanding of Stó:lō identity, relationships, and interconnectedness, family structure and child rearing practices will be examined. The course is intended to assist professional helpers understand Stó:lō social structures, particularly family structure. By understanding the complex influences that have contributed to the unique social and family structures within Stó:lō communities, students will be better prepared to work in a helping capacity with Stó:lō, and other aboriginal people.             | Formerly<br>FNST 202 |
| <b>IPK 206</b> | <b>Stó:lō Communications and World View</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formerly<br>FNST 201 |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |
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|                | <p>The purpose of this course is to enable professional helpers working with the Stó:lō people to do their jobs more effectively by examining the Stó:lō world view. The students will explore and examine Stó:lō learning styles and oral traditions, and compare them to Western learning styles and oral/written traditions.</p> <p>Participation in field trips scheduled outside of regular class time is required.</p>                                                                                                                                                                          |                      |
| <b>IPK 207</b> | <p><b>Introduction to Residential Schools</b></p> <p>Students will learn the history and impact of residential schools in Canada by examining both the policies that directed the schools and personal testimony of residential school survivors. Through examination and exposure to this history, students will gain understanding about the generational impacts of these institutions on Indigenous peoples in Canada. Through this understanding, students will then be able to begin reconciling this past through Xwela ye totelo:met qas ye slilekwel (toward understanding and harmony).</p> |                      |
| <b>IPK 275</b> | <p><b>Contemporary Issues: and Policies in Aboriginal Education</b></p> <p>This course examines the major issues and policies impacting Aboriginal education in Canada. By understanding the multifaceted influences that continue to affect the capacity of Aboriginal communities, students will be better prepared to enhance the learning environment in the classroom, as well as to validate Aboriginal youth and their families.</p>                                                                                                                                                           | Formerly<br>FNST 275 |
| <b>IPK 331</b> | <p><b>History of Indigenous Leadership</b></p> <p>An exploration of colonial and pre-colonial styles of Indigenous Leadership, with a focus on the Stó:lō Sí:yá:m system. This course focuses on the ways in which Indigenous leaders have shaped, and continue to shape, the cultural, political, and economic fabric of modern Canada and First Nations in Canada.</p>                                                                                                                                                                                                                              |                      |
| <b>IPK 332</b> | <p><b>Indigenous Governance and Leadership</b></p> <p>Students will acquire the ability to explain and discuss effective Indigenous governing principles and leadership along with an enhanced awareness and understanding of Indigenous histories, realities, and challenges.</p>                                                                                                                                                                                                                                                                                                                    |                      |
| <b>IPK 386</b> | <p><b>Indigenous Worldviews of Turtle Island</b></p> <p>An exploration of the philosophies of the knowledge holders of Turtle Island and their connection to Indigenous Peoples worldwide. Students will develop understanding and appreciation for the validity and relevance of the alternative perspective of Indigenous philosophies and the modern world.</p>                                                                                                                                                                                                                                    |                      |
| <b>IPK 401</b> | <p><b>Indigenous Worldviews and Spirituality</b></p> <p>This course will explore the ways in which Indigenous spirituality differs from Western religions and the impact this difference has had on Indigenous and non-Indigenous worldviews, and ways of understanding and relating in the world. Much of this course will be based upon experiential learning and mandatory fieldwork.</p>                                                                                                                                                                                                          |                      |

### Political Science

|                     |                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>POSC<br/>336</b> | <b>History of Indigenous Leadership</b><br>An exploration of colonial and pre-colonial styles of Indigenous Leadership, with a focus on the Stó:lō Sí:yá:m system. This course focuses on the ways in which Indigenous leaders have shaped, and continue to shape, the cultural, political, and economic fabric of modern Canada and First Nations in Canada. |  |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Social Work

|                     |                                                                                                                                                                                                                                                                                                                                          |  |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>SOWK<br/>392</b> | <b>Indigenous Social Work</b><br>Students examine allyship between Indigenous Peoples (First Nation, Metis, and Inuit) and social work practitioners. Students critically reflect on their social location, values, and beliefs about working with Indigenous Peoples so that they develop a practice framework based on social justice. |  |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Sociology

|                    |                                                                                                                                                                                                        |  |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>SOC<br/>387</b> | <b>Aboriginal Peoples of Canada</b><br>This course looks at selected studies of cultural patterns and contemporary issues of Aboriginal Peoples in Canada (including First Nations, Inuit, and Metis). |  |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Memo for Course Changes**

To: Lucy Lee

From: Jonathan Hughes, School of Land Use and Environmental Change

Date: September 21, 2022

**Subject: Proposal for revision of GEOG 340 Geographies of Poverty and Development**

*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 is updated to align with Global Development Studies (GDS) and Bachelor of Regional and Community Planning (BRCP).

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 \(ILOs\)](#):

- Apply a geographical perspective to the context and processes of development and underdevelopment in the Global South and North (ILO 1,2,3)
- Evaluate, with a critical perspective, the practice of development and its impacts on local communities, Indigenous peoples, and the environment (ILO 1,2,4)
- Discuss and convey key development issues in rural and urban development, as well as key development concepts such as sustainable development, food security, pandemics, gender, and community participation. (ILO 1,2,4, 5)
- Participate in and contribute to contemporary debates and discussions (ILO 3, 4, 5, 9)
- Formulate original ideas and analyses concerning international development, situating evidence-based arguments within academic literature. (ILO 3, 4, 5, 8, 9)
- Assess their positionality relative to others in responding to spatial inequality and development challenges. (ILO 4, 6)
- Communicate their innovative response with project stakeholders. (ILO 3, 7, 8, 9)



4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No changes required
5. Which program areas have been consulted about the change(s)? The updates are based on how the course is being taught by members of GDS and BRCP.
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 \(UNDRIP\)](#).

Spatial inequality disproportionately affects Indigenous communities. Students will be assigned a project related to the history of colonization and development and the current response to Indigenous poverty and inequality as it relates to the impacts of climate change, pandemics and poverty. This course includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course and explored through various activities and/or assignments, such as within a reflective journal. The course will host at least one Indigenous leader, and students will learn about development need perspectives, protocols, and principles (e.g., OCAP data governance), and understand their professional obligations to UNDRIP and TRC.

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

Spatial justice is an organizing theme of the course and includes looking at the impacts and response of global issues through an EDI lens. This course will feature content from diverse authors and strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing inclusive development policy. The course topics are modern and timely, representing the current environmental, refugee, health and food security crisis and the need for leadership to address development policy in a socially equitable way. The curriculum will be delivered virtually, recorded and in class. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. An e-textbook and online readings will be required to help students with financial challenges. The take-home or reflection paper is to account for students who have accommodations.

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. NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$40 for e-book.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2023  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2028  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|---|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GEOG 340                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Geographies of Development: Landscapes of Inequality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Course Short Title:</b> Geographies of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Department:</b> School of Land Use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Focus on landscapes of inequality, global poverty, underdevelopment, and development of diverse approaches to implementing socially, economically, and environmentally sustainable and just development, in Canada and internationally in a post-colonial world. The course explores sustainable development, livelihoods, food security, natural resource management, migration, pandemics, conflict and disasters, sustainable agriculture and food security, gender, climate change, Indigenous knowledge, and community participation through the spatial lens of geography.<br><br>Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>GDS 340</b><br>Equivalent course(s): <b>GDS 340</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                             | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; cannot be repeated for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">26</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">8</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                                              | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 26 | Tutorials/workshops | 26 | Experiential (field trip) | 8 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                                                               |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of meeting:</b> September 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> October 7, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> December 16, 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:

- Apply a geographical perspective to the context and processes of development and underdevelopment in the Global South and North.
- Evaluate, with a critical perspective, the practice of development and its impacts on local communities, Indigenous peoples, and the environment.
- Discuss and convey key development issues in rural and urban development, as well as crucial development concepts such as sustainable development, food security, gender, and community participation.
- Participate in and contribute to contemporary debates and discussions.
- Formulate original ideas and analyses concerning international development, situating evidence-based arguments within academic literature.
- Assess their positionality relative to others in responding to spatial inequality and development challenges.
- Communicate their innovative response with project stakeholders during a final class presentation.

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

|                |     |              |     |          |     |
|----------------|-----|--------------|-----|----------|-----|
| Quizzes/tests: | 20% | Assignments: | 40% | Project: | 40% |
|                | %   |              | %   |          | %   |

**Details:** Assignments typically include oral presentations and case study analysis. Each semester the instructor will organize an applied project working with a community partner or development agency. For example, Amnesty International, Food for the Hungry, MCC, or Nairobi Public Space Network sets a challenge or research questions for the class and invites stakeholders to in-person or virtually attend the final class where students present their projects.

**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 | Potter, R., T. Binns, J. A. Elliott, E. Nel, & D. W. Smith (eds) | Geographies of Development: An Introduction to Development Studies (4th edition), Routledge. | 2018 |
| 2. Textbook | Course READINGS (TBC)                                            |                                                                                              |      |
| 3.          |                                                                  |                                                                                              |      |
| 4.          |                                                                  |                                                                                              |      |
| 5.          |                                                                  |                                                                                              |      |

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

**Course Content and Topics**

1. Introduction: landscapes of inequality
2. Development and underdevelopment: legacies of colonization
3. Contested development and global actors: sustainable development goals
4. People, resources, and institutions of development
5. Environment, vulnerability, and climate change
6. Rural spaces: poverty, age, and gender
7. Urban spaces: poverty, age, and gender
8. Rural-urban linkages: movements and flows
9. Migration, refugees, and conflict: humanitarian responses to displacement
10. Pandemics, global health, and varying responses
11. Planning and policy responses to development: selected case studies
12. Local knowledge key to a more equitable and just development agenda



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2018  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GDS 340                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                      |
| <b>Course Full Title:</b> Geographies of Development: Landscapes of Inequality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                             |
| <b>Course Short Title:</b> Geographies of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Department:</b> School of Land Use and Environmental Change                                                                                                                                                                                              |
| <b>Official Course Outline:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                             |
| This is a cross-listed course. Please refer to <b>GEOG 340</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                             |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                             |
| Focus on landscapes of inequality, global poverty, underdevelopment, and development of diverse approaches to implementing socially, economically, and environmentally sustainable and just development, in Canada and internationally in a post-colonial world. The course explores sustainable development, livelihoods, food security, natural resource management, migration, pandemics, conflict and disasters, sustainable agriculture and food security, gender, climate change, Indigenous knowledge, and community participation through the spatial lens of geography. |                                                                                                                                                                                                                                                             |
| Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45 university-level credits.                                                                                                                                                                                                                                |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                             |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>GEOG 340</b><br>Equivalent course(s): <b>GEOG 340</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                              | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department / Program Head or Director</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> September 2022                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date approved:</b> October 7, 2022                                                                                                                                                                                                                       |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> December 16, 2022                                                                                                                                                                                                                   |



## MEMO

TO: UEC

From: Claire Carolan, Associate Director PDQA

RE: Program Proposal – Bachelor of Regional and Community Planning

DATE: December 3, 2022

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Please find attached for review and recommendation by UEC the program proposal, appendices, 6 new course outlines and accompanying memos for the proposed Bachelor of Community and Regional Planning (BRCP) in the School of Land Use and Environmental Change.

This proposal was reviewed and recommended to the Minister for Advanced Education and Skills Training by DQAB in July 2022 and approved for launch by the Minister on September 1, 2022, with no need for a Stage 2 review of program quality. The DQAB board found “the consultations done with Indigenous groups and others to be exemplary for this program and a model for institutions to follow”.

### **The suggested motion is:**

THAT UEC has reviewed the program proposal and appendices for the Bachelor of Regional and Community Planning as submitted and recommends the proposal to APPC.

Please direct any questions or concerns to me.

Thank you,

Claire

Claire Carolan, PhD

Associate Director, Program Development and Quality

***Note: The program proposal and appendices are available in S:\Groups\UEC\2022-12-16 Bachelor of Regional and Community Planning.***

**Memo for New Course**

To: UEC Screening, CWC, FSCC, UEC

From: Cherie Enns

Date: September 6, 2022

**Subject: Proposal for new course PLAN 300: Planning for Housing Affordability, Design, and Policy**

*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 new course is needed for the proposed Bachelor of Regional and Community Planning within the Faculty of Science which received DQAB Stage 1 approval on September 1, 2022. It is one of five courses under a new proposed course code of PLAN that aligns with similar undergraduate programs specific to the learning outcomes for knowledge and skills acquisition relevant to employment in this field. The course is an introduction to affordable housing policy and planning. It focuses on policy and programs, current issues and challenges faced by local municipalities, regional governments, and non-profit housing providers related to housing. The causes and responses to homelessness as well as the evolution of social or non-market housing in the region and beyond will also be addressed.

**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 \(ILOs\)](#):**

| Learning Outcome |                                                                                                                                                                                              | Institutional Learning Outcome |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                | State the history of housing policy and practice in Canada.                                                                                                                                  | ILO 1, 2, 3                    |
| 2                | Discuss the legislative, political, and historical context of affordable housing policy in Canada.                                                                                           | ILO 1, 2, 4, 5                 |
| 3                | Describe the tools and techniques relevant to affordable housing planning and development within the region.                                                                                 | ILO 1, 2, 4, 5                 |
| 4                | Compare the responses to addressing housing unaffordability within the region to housing challenges globally.                                                                                | ILO 3, 4, 5, 9                 |
| 5                | Design a response to a housing challenge within the Fraser Valley Regional District                                                                                                          | ILO 3, 4, 8, 9                 |
| 6                | Assess equity, diversity, and inclusion of housing responses within various communities including indigenous communities disproportionately affected by inadequate and unaffordable housing. | ILO 4, 6                       |
| 7                | Assess their positionality relative to others in accessing housing and responding to affordability challenges.                                                                               | ILO 6                          |
| 8                | Communicate their innovative response with project stakeholders.                                                                                                                             | ILO 3, 7, 8, 9                 |

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

No, however, this course may be of interest to other related programs and may be added to optional course lists.

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

School of Land Use and Environmental Change, Bachelor of Integrated Studies, Global Development Studies, and the proposed program concept is being reviewed by Indigenous advisors.

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

The PLAN designation is required to support disciplinary recognition outside of UFV (for transfer credit or graduate applications), apply a differential credit fee, and meet the formal national accreditation planning requirements.

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 \(UNDRIP\)](#).

Homelessness and inadequate housing disproportionately affect indigenous communities. Students will be assigned a project related to housing challenges and the current response to Indigenous housing needs. This course includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course and explored through various activities and/or assignments such as within a reflective journal. The course will host at least one Indigenous leader and students will learn about housing need perspectives, protocols, and principles (e.g., OCAP data governance), and understand their professional obligations to UNDRIP and TRC.

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

Spatial justice is an organizing theme of the course and includes looking at the housing market and social housing response through an EDI lens. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing inclusive housing policy. The course topics are modern and timely, representing the current housing affordability crisis and the need for leadership to address housing policy in a socially equitable way. The curriculum will be delivered virtually, recorded and in-class. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. No textbook will be required to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations.

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

The differential UFV tuition rate will be applied, like Environmental Studies (265 per credit) for Plan designated courses. A few specialty courses may have a lab or equipment fee added to the course cost to cover the costs of software, cameras, or other special equipment.

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

\$100





ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PLAN 300                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Planning for Housing: Affordability, Design, and Policy<br><b>Course Short Title:</b> Planning for Housing                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program):</b> School of Land use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>An introduction to affordable housing policy and planning. Focus on housing policy and programs, current issues, and challenges faced by local municipalities, regional governments, and non-profit housing providers in response to inadequate housing. Causes and responses to homelessness as well as the evolution of social or non-market housing in the region, Canada, and beyond will also be explored.</p> <p>Note: Field trips outside of class time may be required.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Admission to the Bachelor of Regional and Community Planning.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>[click to select]</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 25 | Tutorials/workshops | 25 | Experiential (field trip) | 10 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                        |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 11, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 27, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> December 16, 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. Discuss the history of housing policy and practice in Canada.
2. Analyze the legislative, political, and historical context of affordable housing policy in Canada.
3. Describe the tools and techniques relevant to affordable housing planning and development within the region.
4. Compare the responses to addressing housing unaffordability within the region to housing challenges globally.
5. Design response to a housing challenge within the Fraser Valley Regional District.
6. Assess equity, diversity, and inclusion of housing responses within various communities including Indigenous communities disproportionately affected by inadequate and unaffordable housing.
7. Assess personal positionality relative to others in accessing housing and responding to affordability challenges.
8. Formulate and communicate an innovative response with project stakeholders and policy makers.

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

|              |     |                   |     |          |     |
|--------------|-----|-------------------|-----|----------|-----|
| Assignments: | 50% | Field evaluation: | 20% | Project: | 30% |
|--------------|-----|-------------------|-----|----------|-----|

Details:

- Policy brief assignment: 50%
- Group housing project: 30%
- Field trip/project review: 20%

For the policy brief assignment, students will:

- focus on policy briefs on local and global case studies related to critical housing challenges.
- be introduced to tools for writing policy and drafting a policy brief on course themes for submission to government stakeholders or policymakers.
- work with local governments or organizations to develop policy related to housing concept or program.

**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 | Gurstein, P., Patten, K. and Rao, P.                                                   | The Future of Public Housing: Trends in Public Housing Internationally.                                                             | 2015 |
| 2. Other    | Prepared for BC Housing. • City of Vancouver 2018 on Homelessness Press.               | The Homelessness Services Association of BC, Urban Matters, and BC Non-Profit Housing Association Report on Homeless Counts in B.C. | 2018 |
| 3. Other    | Government of Canada. (2017) Canada's National Housing Strategy: A Place to Call Home. | Canada's National Housing Strategy: A Place to Call Home.                                                                           | 2017 |
| 4. Other    | Gaetz, Stephen; O'Grady, Bill; Kidd, Sean; and Schwan, Kaitlin.                        | Aboriginal Homelessness Count in Metro Vancouver.                                                                                   | 2016 |
| 5. Textbook | Edited by Sasha Tsenkova.                                                              | Cities and Affordable Housing Planning, Design and Policy Nexus.                                                                    | 2022 |

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

The course material will be presented through lectures, guest speakers, problem based learning and audio-visual materials and supported with field trips, and seminar activities. Students will be involved in applied ideation in response to a local housing challenge.

**Course Content and Topics**

1. Right to housing, sustainable development goals, and social justice
2. Introduction to affordable housing terms and concepts
3. Evolution of housing policy within Canada
4. Introduction to municipal tools for addressing housing unaffordability
5. Indigenous housing and planning
6. Introduction to policy writing: tools and formats
7. Innovation and creation related to non-market housing
8. Understanding housing affordability: impact on vulnerable communities
9. Exploring equity, diversity, and inclusion in regional responses to homelessness
10. Innovation and ideation related to response to a regional housing challenge
11. Comparative responses: global response to housing affordability
12. Presentation of housing innovation project to community stakeholders
13. Reflection and review

### Memo for New Course

To: UEC Screening, CWC, FSCC, UEC

From: Cherie Enns

Date: September 6, 2022

**Subject: Proposal for new course PLAN 310: Planning Law and Ethics**

*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 new course is needed for the proposed Bachelor of Regional and Community Planning within the Faculty of Science which received DQAB Stage 1 approval on September 1, 2022. It is one of five courses under a new proposed course code of PLAN that aligns with similar undergraduate programs specific to the learning outcomes for knowledge and skills acquisition relevant to employment in this field. The intended outcome of the course is to develop a knowledge of planning law and regulations regarding urban development, land use, the regulatory framework for land title and provision through a human rights-based lens that informs students of the legal, ethical, and moral issues in urban and regional planning professional practice.

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 \(ILOs\)](#):

| Learning Outcome |                                                                                                                            | Institutional Learning Outcome |
|------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                | State the legal framework of the planning practice within British Columbia and Canada.                                     | ILO 1                          |
| 2                | Discuss ethics and human rights, including Indigenous Rights, within the context of land use planning.                     | ILO 2,3                        |
| 3                | Describe how planning policies and tools contribute to segregation and marginalization within British Columbia and Canada. | ILO 1, 2, 3                    |
| 4                | Compare roles of planners and related professionals in land-use planning decision-making, and policy.                      | ILO 4, 5                       |
| 5                | Assess the ethical, conceptual, and theoretical concepts of regional and community planning.                               | ILO 4, 6, 8                    |
| 6                | Reflect on framework for more ethical planning practice                                                                    | ILO 2, 4, 6, 7                 |
| 7                | Communicate more just and ethical framework for assessing regional and community planning.                                 | ILO 5, 6, 7                    |
| 8                | Assess current land use planning laws within the region.                                                                   | ILO 8,9                        |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? This course will be of interest to other programs and may be added to optional course lists but is not required.

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

School of Land Use and Environmental Change, Bachelor of Integrated Studies, Global Development Studies, and program concepts are also being reviewed by Indigenous advisors.

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

The PLAN designation is required to support disciplinary recognition outside of UFV (for transfer credit or graduate applications), apply a differential credit fee, and meet the formal national accreditation planning requirements.

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

The legal framework for land ownership, history of colonization and the concept of property rights are important to understanding the current regional planning context. Students will be assigned a land claim case study to review and present. This course includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course and explored through various activities and/or assignments, such as within a reflective journal. The course will host at least one Indigenous leader, and students will learn about perspectives, protocols, and principles (e.g., OCAP data governance), and understand their professional obligations to UNDRIP and TRC.

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

Spatial justice is an organizing theme of the course and includes looking at the housing market and social housing response through an EDI lens. EDI is applied to critique and review of land use planning policy and legal concepts. Spatially just planning laws are an organizing theme of the course which requires looking at planning policy and legal framework for land-use through an EDI lens. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing inclusive planning policy. The course topics are modern and timely, representing environmental and sustainability challenges in cities and the need for leadership to address them in an inclusive and equitable way. The curriculum will be delivered virtually, recorded and in-class. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. No textbook will be required to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations.

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.):

This course includes a field trip, the cost of which may fluctuate from year to year. Efforts will be made to communicate specific costs, locations, dates, and times to be included in regular calendar updates.

The differential UFV tuition rate will be applied, like Environmental Studies (265 per credit) for Plan designated courses. A few specialty courses may have a lab or equipment fee added to the course cost to cover the costs of software, cameras, or other special equipment.

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|----|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> PLAN 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Planning Law and Ethics<br><b>Course Short Title:</b> Planning Law & Ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department (or program):</b> School of Land use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Using selected readings, group discussion, and experiential learning assignments, students will develop knowledge of planning law and regulations regarding urban development, land use, and the regulatory framework for land title and provision. A human rights-based lens informs class examination of the legal, ethical, and moral issues in urban and regional planning professional practice.                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Admission to the Bachelor of Regional and Community Planning.                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">35</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 35 | Tutorials/workshops | 15 | Experiential (field trip) | 10 |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> January 11, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> May 27, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                           |    |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> December 16, 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. Apply a legal framework to the examination of planning practices within British Columbia and Canada.
2. Discuss ethics and human rights, including Indigenous rights, within land-use planning.
3. Describe how planning policies and tools contribute to segregation and marginalization within British Columbia and Canada.
4. Compare the roles of planners and related professionals in land-use planning decision-making and policy.
5. Assess the ethical, conceptual, and theoretical concepts of regional and community planning.
6. Suggest frameworks for more ethical planning practice.
7. Communicate a just and moral framework for assessing regional and community planning.
8. Assess current land-use planning laws within the region.

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

|                   |     |          |     |             |     |
|-------------------|-----|----------|-----|-------------|-----|
| Field evaluation: | 10% | Project: | 30% | Final exam: | 30% |
| Assignments:      | 30% |          |     |             |     |

**Details:** Students will participate in a field experience or field trip and provide an evaluation of a public hearing or council meeting. The student project will focus on ethics and theory about planning practice. The final exam, weekly assignments will extend ethics to range of planning scenarios.

**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. OER book | Barrett, C. D.                       | Everyday Ethics for Practicing Planners         | 2002 |
| 2. OER book | Fainstein, S. S. and De Filippis, J. | Readings in Planning Theory                     | 2016 |
| 3. Other    | Province of BC                       | Local Government Legislative Framework          | 2015 |
| 4. Other    | Government of Canada                 | Canadian Charter of Rights and Freedoms         | 1982 |
| 5. Other    | United Nations                       | Declaration on the Rights of Indigenous Peoples | 2007 |

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

**Course Content and Topics**

1. Introductions: Know your rights, land use acts and laws.
2. Understanding planning framework in British Columbia and Canada.
3. Human rights legislation and land use planning: Implications for spatial justice.
4. BC and planning law: Official community plans and zoning.
5. Indigenous law, Indigenous-municipal planning and UNDRIP.
6. Conflict resolution and adjudication of planning law: Ethics, values, and human rights.
7. Regulatory theory – zoning, variances, set-backs, and developmental charges
8. The juxtaposition of normative values, progress, sustainability, food insecurity, poverty and environmental degradation – self-reflection
9. Field trip/Field experience
10. Observations of regulatory policy within the urban framework
11. Professional code of ethics
12. Personal planning practice
13. Reflect and review

**Memo for New Course**

To: UEC Screening, CWC, FSCC, UEC

From: Afia Raja

Date: September 6, 2022

**Subject: Proposal for PLAN 366: Resiliency Principles and Spatial Planning**

*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 new course is needed for the proposed Bachelor of Regional and Community Planning within the Faculty of Science which received DQAB Stage 1 approval on September 1, 2022. It is one of five courses under a new proposed course code of PLAN that aligns with similar undergraduate programs specific to the learning outcomes for knowledge and skills acquisition relevant to employment in this field. This course provides students with a broad overview on urban resilience and capacity of the cities to survive, adjust, and flourish through the persistent stresses and acute shocks they experience, by creating and implementing an actionable plan towards more environmentally healthy, resource-conserving, and economically resilient communities.

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 \(ILOs\)](#):

| Learning Outcome |                                                                                                                                                            | Institutional Learning Outcome |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                | Learn the basic concepts in resiliency planning and the struggle of the cities to adapt and maintain their environmental, economic, and social well-being. | ILO 1                          |
| 2                | Discuss the methods for assessing a community's key sustainability quotient                                                                                | ILO 2,3                        |
| 3                | Deploy tools for establishing timely performance goals and metrics                                                                                         | ILO 1, 2, 3                    |
| 4                | Develop strategies for evaluating, selecting, and implementing 'high-leverage' interventions                                                               | ILO 4, 5                       |
| 5                | Activate policies, codes, programs, plans, and practices, as well as monitoring and upgrading their performance in sustainable planning                    | ILO 2, 4, 6-9                  |
| 6                | Apply resiliency principles in First Nations and diverse environments.                                                                                     | ILO 5, 6, 7                    |

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

This course will be of interest to other programs and may be added to optional course lists but is not required. This subject would be of special interest for the Environmental Science students.



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

School of Land Use and Environmental Change, Bachelor of Integrated Studies, Global Development Studies, and program concepts are also being reviewed by indigenous advisors.

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

The PLAN designation is required to support disciplinary recognition outside of UFV (for transfer credit or graduate applications), apply a differential credit fee, and meet the formal national accreditation planning requirements.

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 \(UNDRIP\)](#).

This course includes the component of Community Approaches to Resiliency Planning and Indigenous governance with best practices in Urban Resiliency Planning in First Nation reserves. This course includes analysis and understanding of various Indigenous case studies that highlight tactical urbanism through the involvement of First Nations in Canada and abroad. These topics will be interwoven throughout the course and explored through various activities and/or assignments such as within a reflective journal and online discussions. Projects will be designed around the involvement of First Nations in the disaster management and mitigation strategies by selecting First Nations case study areas in the Lower mainland and invite their traditional knowledge on the designed topics.

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

Sustainable development is an organizing theme of the course and will help integrating resilience into equitable and transparent land use improvement and other planning decisions. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing inclusive and ethical leadership. The curriculum will be delivered in pre-recorded lectures which have subtitles. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. No textbook will be required to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations

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).

This course includes a field trip, the cost of which may fluctuate from year to year. Efforts will be made to communicate specific costs, locations, dates, and times to be included in regular calendar updates.

The differential UFV tuition rate will be applied, like Environmental Studies (265 per credit) for Plan designated courses. A few specialty courses may have a lab or equipment fee added to the course cost to cover the costs of software, cameras, or other special equipment.

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

\$300.00. This includes a local field trip and cost of the textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------|---|---------------------------|----|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PLAN 366                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Resiliency Principles and Spatial Planning                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Resiliency & Spatial Planning                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program):</b> School of Land use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A survey of the effects of resiliency planning and spatial planning on communities and urban environments. Examples of how cities can survive, adjust, and flourish through common challenges and acute incidents such as natural disasters are examined. Environmental sustainability, health, resource conservation, and economic factors of resilient communities are discussed.<br><br>Note: Field trips outside of class time may be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Admission to the Bachelor of Regional and Community Planning.                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>5</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Experiential (cultural/elder learning or participation) | 5 | Experiential (field trip) | 10 | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                             | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 6, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 27, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                                         |   |                           |    |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> December 16, 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. Explain the basic concepts in resiliency planning.
2. Explain the basic concepts in spatial planning.
3. Describe challenges faced by cities to adapt and maintain environmental, economic, food systems security, and social well-being.
4. Discuss the methods for assessing a community's key sustainability quotient.
5. Recommend tools for establishing timely performance goals and metrics.
6. Develop strategies for evaluating, selecting, and implementing "high-leverage" interventions.
7. Interpret policies, codes, programs, plans, and practices for sustainable planning
8. Apply resiliency principles in First Nations and diverse environments.

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

|                |     |                   |     |              |     |
|----------------|-----|-------------------|-----|--------------|-----|
| Quizzes/tests: | 20% | Field evaluation: | 10% | Assignments: | 15% |
| Final exam:    | 15% | Project:          | 40% |              | %   |

**Details:**

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

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

| Type        | Author or description | Title and publication/access details                                                                     | Year |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Awotona. A;           | Planning for Community-based Disaster Resilience Worldwide: Learning from Case Studies in Six Continents | 2018 |
| 2. Textbook | Yamagata. Y;          | Resilience-Oriented Urban Planning: Theoretical and Empirical Insights                                   | 2018 |

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

N/A

**Course Content and Topics**

- Introduction to sustainable and resilient communities
- Urban resiliency: what is it and why does it matter?
- Resilience principles, priorities, and objectives
- Key elements for resiliency planning and spatial planning
- Climate change and disaster mitigation in built communities; mitigation versus adaptation, how to plan for and act on adaptation, mitigation efforts at national and international levels and the transformation of the same at provincial levels
- Measures for repairing, retrofitting, and transforming our built environments and spaces
- The politics of resilience for planning: resilience and robustness in policy design
- Built environments and supporting systems: transportation, energy, water, natural environment, solid waste, and economics
- Food systems: production, distribution, and shortage
- Integrating resilience into planning and land use decisions
- Community approaches to resiliency planning and best practices in urban resiliency planning on First Nation reserves

### Memo for New Course

To: UEC Screening, CWC, FSCC, UEC

From: Cherie Enns

Date: May 9, 2022

**Subject: Proposal for new course PLAN 400: Theories in Regional and Community Planning**

*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 new course is needed for the proposed Bachelor of Regional and Community Planning within the Faculty of Science which received DQAB Stage 1 approval on September 1, 2022. It is one of five courses under a new proposed course code of PLAN that aligns with similar undergraduate programs specific to the learning outcomes for knowledge and skills acquisition relevant to employment in this field. The course is an exploration of theories in community and regional planning within the context of social, political, economic, technological, and environmental change. Spatial patterns of development within Canada are examined through the lens of contemporary planning thought and practice, with consideration of the impact of colonization and design of cities for all including gender, equity, diversity, and inclusion.

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 \(ILOs\)](#):

| Learning Outcome |                                                                                                                           | Institutional Learning Outcome |
|------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                | State the historical roots shaping the theoretical framework of planning practice within Canada.                          | ILO 1                          |
| 2                | Discuss planning theories through a spatial justice, human rights, gender and equity, diversity and inclusion (EDI) lens. | ILO 2, 5                       |
| 3                | Describe how planning theory is important and relevant to emerging planning practices.                                    | ILO 2, 3, 4                    |
| 4                | Compare and contrast the varying impacts of theories of planning on land use within Fraser Valley Regional District.      | ILO 6, 7, 8, 9                 |
| 5                | Identify guidelines for a personal reflective and spatially just planning practice                                        | ILO 3, 4, 6                    |
| 6                | Assess how planning theory influences planning and land use within the region and beyond.                                 | ILO 2, 3, 4, 7                 |
| 7                | Communicate planning theory important to address contemporary planning issues.                                            | ILO 4, 5, 7                    |
| 8                | Select a theoretical approach most in line with their personal planning practice.                                         | ILO 6, 8, 9                    |

2. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? This course will be of interest to other programs and may be added to optional course lists but is not required.

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

School of Land Use and Environmental Change, Bachelor of Integrated Studies, Global Development Studies and program concepts is being reviewed by indigenous advisors.

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

PLAN is required to build program cohesiveness, apply differential credit fee, and meet the formal national accreditation planning requirements.

5. 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 \(UNDRIP\)](#).

Planning theory informs practice and influences spatially more or less just outcomes. Students will be provided with skills and tools to develop their own positionality and theoretical framework for land use planning. This course includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course and explored through various activities and/or assignments such as within a reflective journal. The course will host at least one Indigenous leader and students will learn about perspectives, protocols, and principles (e.g., OCAP data governance), and understand their professional obligations to UNDRIP and TRC.

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

Spatial justice is an organizing theme of the course and includes looking at planning theory and practice through an EDI lens. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing inclusive and ethical leadership in land-use planning. The course topics are modern and timely, representing such current leadership challenges as historic unjust planning theory and practice. The curriculum will be delivered virtually and in person when possible. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. No textbook will be required to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations.

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

The differential UFV tuition rate will be applied, like Environmental Studies (265 per credit) for Plan designated courses. A few specialty courses may have a lab or equipment fee added to the course cost to cover the costs of software, cameras, or other special equipment.

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

\$100.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|----|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PLAN 400                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Theories in Regional and Community Planning<br><b>Course Short Title:</b> Regional & Community Planning                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program):</b> School of Land use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Exploration of theories in community and regional planning within the context of social, political, economic, technological, and environmental change. Spatial patterns of development within Canada are examined through the lens of contemporary planning thought and practice, with consideration of the impact of colonization, and design of cities for all—including gender, equity, diversity, and inclusion. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 60 university-level credits including one of PLAN 300, PLAN 310, or PLAN 366.                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 35 | Tutorials/workshops | 15 | Experiential (field trip) | 10 |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                      | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                            | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 11, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 27, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> December 16, 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. Discuss the historical roots shaping the theoretical framework of planning practice within Canada.
2. Discuss planning theories through a spatial justice, human rights, gender and equity, diversity, and inclusion (EDI) lens.
3. Describe how planning theory is important and relevant to emerging planning practices.
4. Compare and contrast the varying impacts of planning theories on land use within Fraser Valley Regional District.
5. Identify guidelines for a personally reflective and spatially just planning practice.
6. Assess how planning theory influences planning and land use within the region and beyond.
7. Communicate the importance of planning theory in addressing contemporary planning issues.
8. Apply a theoretical approach in alignment with personal planning practice.

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

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

**Details:**

Assignments: weekly reflective practice

Project: application of a planning theory to a critical regional challenge.

Final exam: focus on the documentation of theories, the history of influencers, and the opportunity to develop personal planning theories or perspectives

**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. OER book | Bashevkin, S                                            | Tales of two cities: Women and municipal restructuring in London and Toronto | 2006 |
| 2. OER book | Xun Wu, M. Ramesh, Michael Howlett and Scott A. Fritzen | The Public Policy Primer – Managing the Policy Process, 2nd Edition          | 2018 |
| 3. Other    | Province of B.C.                                        | Local Government Legislative Framework                                       | 2015 |
| 4. OER book | Healey, P.                                              | Collaborative Planning: Shaping Places in Fragmented Societies               | 2016 |

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

**Course Content and Topics**

1. Introduction to planning theory within Canada
2. Planning theories: a timeline
3. Emerging planning theories: environmental and social equity
4. Emerging planning theories: planning and colonial/post-colonial relations
5. Emerging planning theories: future of zoning and other tools of spatial planning
6. Constraints and opportunities: markets, planning and democracy
7. Collaborative planning practices: inclusion, equity, and diversity
8. Transformative sustainable development practices
9. Human rights and legislation within the planning context
10. Equity, diversity, and inclusion in planning
11. Emerging theoretical planning frameworks: plans and tools
12. Advocacy and communicative theoretical action
13. Personal theoretical planning framework; future of planning theory

### Memo for New Course

To: UEC Screening, CWC, FSCC, UEC

From: Cherie Enns

Date: September 9, 2022

**Subject: Proposal for new course PLAN 410: Indigenizing Planning – Indigenous Land Use and Community Planning**

*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 new course is needed for the proposed Bachelor of Regional and Community Planning within the Faculty of Science which received DQAB Stage 1 approval on September 1, 2022. It is one of five courses under a new proposed course code of PLAN that aligns with similar undergraduate programs specific to the learning outcomes for knowledge and skills acquisition relevant to employment in this field. Students will examine ways colonization and colonialism in urban and community planning influenced Indigenous peoples' connection to the environment, socioeconomics, culture, and cultural practices. Through the lens of reconciliation, cultural humility, and cultural awareness the coursework will guide the class to consider the strength and resilience of the Indigenous nations in continuing to address environmental, socio-economic, and political issues through the context of land use, environmental stewardship, and cultural identity.

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 \(ILOs\)](#):

| Learning Outcome |                                                                                                                                                 | Institutional Learning Outcome |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                | Explore core Indigenous worldviews and cultural connectivity to ancestral lands                                                                 | ILO 1                          |
| 2                | Articulate basic concepts of Indigenous land use and community planning.                                                                        | ILO 2, 3, 4                    |
| 3                | Explore the history of ancestral lands, historic values of territory making, and the movement among Indigenous Nations within the Fraser Valley | ILO 1, 2, 3                    |
| 4                | Apply concept in UNDRIP <sup>1</sup> to current settler planning practice within the Fraser Valley                                              | ILO 2, 3, 4                    |

<sup>1</sup> <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

|   |                                                                                                                                                                                           |                |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 5 | Analyze current and historic trends in Indigenous planning, such as land codes, community planning, infrastructure planning, and environmental management                                 | ILO 4, 5       |
| 6 | Review range of federal and provincial agreements, local and regional agreements that inform Indigenous planning, such as Treaty, Reconciliation agreements, municipal-service agreements | ILO 4, 5, 6    |
| 7 | Identify historical contexts of western planning and the impacts on Indigenous Nations                                                                                                    | ILO 6, 7, 8, 9 |
| 8 | Work with Sto:lo and Coast Salish Nations to build an understanding of modern-day planning practices – the conflicts, the resolutions and the processes moving forward.                   | ILO 4, 8,9     |
| 9 | Strengthen Cultural humility and cultural sensitivity in working with Indigenous communities.                                                                                             | ILO 6, 7, 8, 9 |

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

This course will be of interest to other programs and may be added to optional course lists but is not required.

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

School of Land Use and Environmental Change, Bachelor of Integrated Studies, Global Development Studies, and the proposed program concepts are being reviewed by indigenous advisors.

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

The PLAN designation is required to support disciplinary recognition outside of UFV (for transfer credit or graduate applications), apply a differential credit fee, and meet the formal national accreditation planning requirements.

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

The course is to be taught by an indigenous planner and involves working collaboratively with an indigenous community to address a current planning challenge. This course includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course and explored through various activities and/or assignments such as within a reflective journal. The course will host at least one Indigenous leader and students will learn about perspectives, protocols, and principles (e.g., OCAP data governance), and understand their professional obligations to UNDRIP and TRC.

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

Spatial justice is an organizing theme of the course and includes looking at land use planning and community-based practice through an EDI lens. The concept of decolonizing planning is central to area of course focus and EDI is applied to hiring practice, readings, and integration of traditional knowledge. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing inclusive and ethical leadership. The course topics are modern and timely, representing such current leadership challenges as environmental racism and imbalanced power dynamics. The curriculum will be delivered in pre-recorded lectures that have subtitles. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. No textbook will be required to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations.

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

The differential UFV tuition rate will be applied, like Environmental Studies (265 per credit) for Plan designated courses. A few specialty courses may have a lab or equipment fee added to the course cost to cover the costs of software, cameras, or other special equipment.

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

[\\$100](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------------------------------------|----|---------------------------|----|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PLAN 410                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Indigenizing Planning: Indigenous Land Use and Community Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Indigenizing Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program):</b> School of Land use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examine ways colonization and colonialism in urban and community planning influenced Indigenous peoples' connection to the environment, socioeconomics, culture, and cultural practices. Through the lens of reconciliation, cultural humility, and cultural awareness, students consider the strength and resilience of the Indigenous nations in continuing to address environmental, socio-economic, and political issues through the context of land use, environmental stewardship, and cultural identity. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 60 university-level credits including (3 credits of IPK or FNST) and (one of PLAN 300, PLAN 310, or PLAN 366).                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 | Tutorials/workshops | 20 | Experiential (cultural/elder learning or participation) | 10 | Experiential (field trip) | 10 |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> January 11, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 27, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                                         |    |                           |    |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> December 16, 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. Summarize the history of ancestral lands, historic values of territory making, and the movement among Indigenous Nations within the Fraser Valley.
2. Articulate the importance of core Indigenous worldviews and cultural connectivity to ancestral lands to planning practice.
3. Articulate basic concepts of Indigenous land use and community planning.
4. Apply concepts in UNDRIP (United Nations Declaration on the Rights of Indigenous People) to current settler planning practice within the Fraser Valley.
5. Question historical contexts of western planning and the impacts on Indigenous Nations.
6. Analyze current and historic trends in Indigenous planning, such as land codes, community planning, infrastructure planning, and environmental management.
7. Assess federal, provincial, local, and regional agreements that inform Indigenous planning, such as Treaty, Reconciliation agreements, and municipal-service agreements.
8. Exercise personal cultural humility and cultural sensitivity in working with Indigenous communities.
9. Apply knowledge learned from Stó:lō and Coast Salish Nations to build an understanding of modern-day planning practices – the conflicts, the resolutions, and the processes moving forward through an applied project.

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

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

Details:

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

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

| Type        | Author or description            | Title and publication/access details                                                                                                                    | Year |
|-------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. OER book | Matunga, Hirini                  | Theorizing Indigenous Planning                                                                                                                          | 2013 |
| 2. OER book | T. Jojola, D. Natcher, R. Walker | Reclaiming Indigenous Planning                                                                                                                          | 2013 |
| 3. Journal  | M. Lane, M. Hibbard              | Doing it for themselves, transformative planning by Indigenous Peoples. Journal of Planning Edu. and Research                                           | 2005 |
| 4. Journal  | J. Barry                         | Unsettling planning education through community-engaged teaching and learning. Reflections on Indigenous planning studio – Planning Theory and Practice | 2016 |
| 5. Article  | Matunga, H.                      | The concept of Indigenous planning as a framework for social inclusion                                                                                  | 2016 |

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

N/A

**Course Content and Topics**

1. Introductions: understanding the Indian Act and policies of assimilation
2. Understanding the complex nature of federal lands within a provincial land regime
3. Dynamics of western science and traditional knowledge in community planning
4. Understanding land codes within the federal and provincial realms
5. Elder session related to applied planning practice
6. Treaties, self-government, and other agreements that provide self-determination and self-governance over lands
7. Narratives on Indigenous community planning and cultural identity
8. Co-learning with guest speakers on Indigenous planning and comprehensive community plans
9. Meetings with Elders/Indigenous knowledge holders, learning about the value of lands, cultural identity and impacts of current planning policies.
10. Tools for cross-cultural engagement regarding Indigenous planning
11. Marginalization of Indigenous Nations due to land use planning and infrastructure decisions.
12. Environmental conflict: the conflict of Indigenous rights and resource use
13. Review and reflect