



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
October 28, 2022 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 4      **2.1. UEC draft minutes: September 23, 2022**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

5 - 9      **3.1. Business**

Review with changes: BUS 444

MOTION: To approve the BUS 444 course outline as presented.

10 -      **3.2. Geography**

27      Review with changes: GEOG 460, GEOG 464/GD 464, GEOG 466/GD 466

MOTION: To approve the GEOG and GD course outlines as presented.

28 -      **3.3. Social Work and Human Services**

31      Changes to program requirements: School and Community Support Worker certificate

MOTION: To approve the changes to the School and Community Support Worker certificate as presented, effective January 2023.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

32 -      **4.1. Reflection of Indigenization on official course outlines and course memos**

33

MOTION PROPOSED BY SCIENCE FACULTY COUNCIL: That the following requirements be made optional: questions 6 and 7 on the UEC course outline memo and the requirement for Indigenous epistemologies on the official course outline.



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- 34            **4.2. UEC retreat report**
- 35 -        **4.3. Updated course outline form**
- 36            **4.4. APPC report**
- 4.5. Senate report**
- 4.6. Senate Teaching and Learning Committee report**
- 4.7. Policy Subcommittee report**
- 5. INFORMATION ITEMS**
- 37            **5.1. Updated UEC membership**
- 6. ADJOURNMENT**





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

September 23, 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, Claire Hay, Carl Janzen, Bobby Jaswal, Nicholas Johnson, Amber Johnston, David Johnston, Selena Karli, Randy Kelley, Dana Landry, Catherine Liao, David McGuire, Samantha Patridge, Ravneet Sohal, and Shel Stefan

**ABSENT:** Linda Pardy and Vanessa Radzinski

**GUESTS:** Sarah Graham, Lin Long, Sheryl MacMath, William Maher, and Marlene Murray

**RECORDER:** Amanda Grimson

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

#### **2. APPROVAL OF UEC MINUTES**

##### **2.1. UEC draft minutes: August 30, 2022**

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Teacher Education**

Review with changes: EDUC 200

Review with changes including title: EDUC 300

**MOTION:**

To approve the revised EDUC course outlines as presented.  
CARRIED

##### **3.2. Engineering**

Changes including credits and total hours: ENGR 210

Changes including title, credits, pre/corequisites, and total hours: ENPH 310

Changes including title, prerequisites, and pre/corequisites: ENPH 320

Changes including title, prerequisites, and course code: ENPH 340 (formerly ENGR 340)

Changes including credits, prerequisites, and pre/corequisites: ENPH 390\

Changes to entrance and program requirements: Engineering Physics diploma in Mechatronics

Additional advisory information will be added to the transfer entrance requirements prior to Senate, to convey that transfer applicants may require longer than two years to complete the program if they do not meet course



prerequisites at the time of admission. The *Maximum length of time to complete program* section will also be edited to reflect different program completion times and the impact of falling out of sequence.

**MOTION:**

To approve the ENGR and ENPH course outlines as presented.  
CARRIED

**MOTION:**

To recommend the changes to the Engineering Physics diploma in Mechatronics as amended, effective September 2023:

- Residency: "Students must complete 50% of the program at UFV, including ENGR 100, ENPH 390 (formerly ENGR 390), and four of the required 200-level or above Physics, Engineering, or Engineering Physics courses."

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS****4.1. UEC Policy Subcommittee membership**

Teresa Arroliga-Piper was acclaimed to fill the faculty vacancy on the UEC Policy Subcommittee. This subcommittee is complete:

- UEC Chair: Samantha Pattridge
- Registrar (or designate): David Johnston
- Two UEC Faculty members: Carl Janzen (second year of two-year term), Teresa Arroliga-Piper (first year of two-year term)
- UEC Advisor: Nicholas Johnson
- PDQA representative: Claire Carolan
- IR representative: Donna Alary
- Dean: Randy Kelley
- UEC at large member: Claire Hay (second year of two-year term)

**5. INFORMATION ITEMS****5.1. Student vacancy on UEC****5.2. Program suspensions**

Suspended for two years: Applied Ethical and Political Philosophy minor

Suspended for one year: Digital Manufacturing diploma

**6. ADJOURNMENT**

The meeting was adjourned at 10:59 am.



**Memo for Course Changes**

To: UEC

From: Dr. Gerry Gannon and Dr. Chris Schinckus, Director, School of Business

Date: May 25, 2022

**Subject: Proposal for revision of BUS 444 Advanced Management Accounting**

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

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

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

2. Rationale for change:

- a. Updating learning outcomes to more accurately reflect the content and perspectives of the course as per CPA guidelines (the course attached does do this, the previous course does not)
- b. The current course addresses latest issues and thinking in the field
- c. Improve the teaching content to reflect workplace needs in the Abbotsford region
- d. Updating evaluation methods and making the course more relevant for students wishing to follow for CPA final examinations by incorporating several case-based learning enabling students to practice for the final CPA examination (which is case based)

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 \(ILOs\)](#):

Major changes to the learning outcomes to reflect the course title and to reflect content of latest CPA guidelines in order to gain continuing CPA accreditation for the course

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



N/A

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

N/A

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

Indigenous pedagogy and epistemology methods will be woven throughout the course as applicable.

- a. In keeping with Indigenous pedagogy/epistemology specific to oral learning traditions, case studies are marked 40% on oral presentation and 60% written (During Covid19 20% oral and 80% written). The oral mark is based on content of what is said and not based on presentation style or linguistic ability e.g. marks are based on the relevance, accuracy and argument of what is presented
- b. In keeping with Indigenous pedagogy, ALL cases allow for experiential learning through a team based approach, with a common team mark
- c. In keeping with Indigenous epistemology, the course includes 10% of marks from a self reflection learning journal that will allow learners to demonstrate meaningful connections to their learning and will be submitted individually by each student
- d. In keeping with Indigenous epistemology, the course has 16% of the marks (individual and team based oral contribution) from in class discussions and presentations of relevant contemporary advanced management accounting material, exercises which have been set and any topic discussions the student's raise
- e. In keeping with Indigenous epistemology and pedagogy, selected discussions (at least 2 on course) will be conducted in a "talking circle" format, with desks removed (possible use of talking stick or talking feather where appropriate). This will enable to students to learn from each other and create a communal learning environment. This use of story-telling (these will be "real life" examples experienced by the professor or referenced examples from "real life" experience, which the students can refer to. For example, the Toyota case used in the course cites that the Toyota production line is stopped 2000 times a week to correct quality defects, whilst a similar FORD production line is stopped only twice – this is a story which will have great impact when discussed in a learning circle).
- f. Note re Indigenization of cases:

Given that the course is an international best practice "case based" course, I have attempted to ensure a diverse range of international cases. I have included cases from Canada, the U.A.E., Africa, Japan and the USA. Additionally, I have tried to include Indigenous cases where possible. I have consulted with Colleen Bell from the Library, Lorna Andrews ([Teaching and Learning Specialist \(Indigenization\)](#)) and Saeed Rahman (FPS Indigenization committee representing the School of Business). I have not yet found a suitable Indigenous case. I will keep scanning the literature and soon as an appropriate case becomes available, I will adopt it immediately.



Cases data bases I have consulted and searched:

- 1) Sage cases (2400 cases in total)
- 2) HBR cases (17,791 cases)
- 3) <https://libguides.ufv.ca/BusinessCases>
- 4) <https://libraryguides.mcgill.ca/business/indigenous>
- 5) <https://www.cbu.ca/indigenous-affairs/purdy-crawford-chair-in-aboriginal-business-studies/teaching-resources/entrepreneurship-venture-creation/>
- 6) Cape Breton University (offers more than 50 case studies on Indigenous Peoples)  
<https://www.cbu.ca/indigenous-affairs/purdy-crawford-chair-in-aboriginal-business-studies/teaching-resources/>
- 7) Indigenous Business Resources, McGill University  
<https://libraryguides.mcgill.ca/business/indigenous>
- 8) Ivy cases – Total of 7591 cases, of which 2016 are accounting and one relates to Indigenous issues. However, the case although in the Accounting category it is a mining finance based case and not appropriate for this course.

In order to give the reader some idea of the environment which Advanced Management Accounting occurs in, I attached the following video clips (Advanced Manufacturing Technology). The question is how to cost these products, usually characterised by complex business operations and/or a high degree of automation.

Ikea Billy book case - <https://www.youtube.com/watch?v=TVfvzXtwo5k>

BMW robot production line - [https://www.youtube.com/watch?v=P7fi4hP\\_y80](https://www.youtube.com/watch?v=P7fi4hP_y80)

Rolls Royce aero engines division - <https://www.youtube.com/watch?v=2LosYIFUSEE>

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

Equity, diversity and inclusion principles are met through the structure of the course (team based presentations) together with the inclusion of a personal learning journal and multiple opportunities for individual and team based oral contributions. Together with the wide ranging cases and learning examples (from Asia, Africa, Europe, North America and the Middle East)

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

None of these have changed extensively. No impact on budget anticipated.

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

Previous BUS 348 Textbook used and purchase of 4 cases (\$45) other cases provided free. Possible introduction of new textbook when appropriate book becomes available (approximate cost \$200).





**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2028  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> BUS 444                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Course Full Title:</b> Advanced Management Accounting<br><b>Course Short Title:</b> Advanced Mgt Accounting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Calendar Description:</b><br>An overview of the role of management accounting in creating and evaluating corporate strategy, outlining the decision-making matrix within a framework of how managers make decisions. A range of advanced-level contemporary management accounting topics are covered using a student-centered, case-based approach. Students will apply advanced management accounting concepts and techniques to specific comprehensive business cases in order to assess the impact of these methodologies.                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | BUS 348.                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <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>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): 25 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <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>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">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> May 25, 2022                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> September 16, 2022                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> October 28, 2022                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |



## Learning Outcomes

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

- LO 1. Analyze different organizations with particular emphasis on comparing their cost structures and evaluating the most efficient and effective entity, and why.
- LO 2. Apply analytical and critical thinking skills and tools by examining and analyzing relationships between strategic and operational initiatives from a managerial cost and project feasibility perspective.
- LO 3. Perform critical analysis relevant to specific managerial decisions in management accounting and alternative investment opportunities (capital and operational).
- LO 4. Apply advanced management accounting methodologies such as ABC (Activity Based Costing) and the BSC (Balanced Scorecard) to specific business cases.
- LO 5. Contrast the traditional approach to ABC with the contemporary time-based approach.
- LO 6. Conduct in-depth analysis of the relationship between cost management theory and practice as they apply to specific cases, including kaizen, TQM (Total Quality Management) and cost down technologies.
- LO 7. Assess the impact contemporary management accounting techniques has on the competitive performance of organizations.
- LO 8. Assess the impact of JIT (Just in Time) on inventory and on manufacturing and AMT (Advanced Manufacturing Technology) organizations to creative competitive advantage, in the context of Lean Management and Advanced Inventory Management.
- LO 9. Apply Beyond Budgeting approach to forecasting, planning, and budgeting.

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

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

## Details:

There will be a total of between 8 to 10 comprehensive cases (7 of which are marked) involving application of advanced management accounting concepts and techniques.

- Case analysis and presentation: 74%
- Class discussion and presentations: 16%
- Learning journal: 10%

**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        | Horngren, C., Datar, S., Rajan, M., Beaubien, L. | Cost Accounting – A Managerial Emphasis (Pearson) | Current |
| 2. Online resource |                                                  | Advanced Management Accounting Cases              |         |
| 3.                 |                                                  |                                                   |         |
| 4.                 |                                                  |                                                   |         |

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

A calculator approved by the UFV School of Business. (See the UFV School of Business student handbook for approved calculators.)

## Course Content and Topics

### Module One: Cost analysis

- Investigative management accounting
- Traditional vs. Time based ABC
- TQM and achieving long term quality advantage
- The BSC and maintaining competitive advantage
- Cases 1 and 2 together with class discussions (LO 1, 2, 3 and 4)

### Module Two: JMA (Japanese Management Accounting) and achieving long term cost competitiveness

- BSC practical application
- PLC (Product Life Cycle) and CPA (Certified Public Accountant)
- Cases 3, 4 and 5, together with class discussions (LO 5, 6 and 7)

### Module Three: AMT accounting and Lean manufacturing and Lean management principles

- Beyond Budgeting principles and Beyond Budgeting management
- Applying contemporary Management Accounting Techniques to organizations
- Cases 6 and 7, together with class discussions (LO 8 and 9)
- Learning journal (LO 1-9)



**Memo for Course Changes**

To: Lucy Lee

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

Date: May 6, 2022

**Subject: Proposal for revision of GEOG 460: Practicum in Planning***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:

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

- a. Clearer alignment with Planning Standards Board, proposed planning program and institutional learning outcomes.

| Learning Outcome |                                                                                           | Institutional Learning Outcome |
|------------------|-------------------------------------------------------------------------------------------|--------------------------------|
| 1                | List applied tasks, skills and experience in a practicum portfolio.                       | ILO 1                          |
| 2                | Describe the core geographic concepts applicable to their placement.                      | ILO 1, 2, 4, 5                 |
| 3                | Discuss planning practice with consideration for equality, diversity, and inclusion.      | ILO 2, 3, 4                    |
| 4                | Examine their personal identity and interest in the planning field as an employment path. | ILO 4, 6, 7, 8, 9              |



|   |                                                                                                                         |                      |
|---|-------------------------------------------------------------------------------------------------------------------------|----------------------|
| 5 | Communicate work plans and work outputs in a professional setting.                                                      | ILO 3, 5, 6          |
| 6 | Prioritize activities that benefit UFV and the practicum placement organization and the community as a whole            | ILO 2, 3, 4, 6, 7    |
| 7 | Apply concepts, skills, and theories on planning practice learned in the classroom to a professional workplace setting. | ILO 3, 4, 6, 7, 8, 9 |
| 8 | Synthesize their own values relative to those of a practicum institution or agency.                                     | ILO 2, 4, 6          |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - a. The proposed Bachelor in Regional and Community Planning
  - b. Practicum details and opportunities are to be added to the SLUEC website
5. Which program areas have been consulted about the change(s)?
  - a. SLUEC
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - a. The proposed planning program is to have an Indigenous advisor and there will be seminars related to Indigenization at the beginning of the practicum. Varying impacts of settlement, linkages to the history of colonization and Indigenous scholars in urban planning are to be integrated into course readings. A guest speaker will be invited to share if the faculty member does not have lived experience. This course includes analysis and understanding of various Indigenous land use planning case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights within an urban context. These topics will be interwoven throughout the course reflection 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?
  - a. Climate change and social justice are organizing themes of the planning practice and all activities would include consideration of equity, diversity, and inclusion (EDI). Each practicum will feature readings from diverse authors and will strive to attain equitable representation from many underrepresented communities. The reflections topic will require thoughtful integration of readings with life experience. The practicum can be



completed virtually and in-person when possible. No textbooks are required to assist with costs.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
  - a. Students may be required to travel to practicum placement.
  - b. Please note that the 100 hours is in line with other practicum courses and reflects in part external placement activities and supervision.
9. Estimate the typical costs for this course, including textbooks and other materials: No additional costs.





ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2023  
 COURSE TO BE REVIEWED (six years after UEC approval): October 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 460                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Practicum in Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Department:</b> School of Land Use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Working with a professional planner, students will apply their geographic and environmental knowledge, skills, techniques, and methods in a planning workplace. Students will have the opportunity to explore a working environment, create relationships with working planners, and produce a portfolio of work suitable for presentation.<br><br>Note: Before initiating practicum placements, students must sign a practicum agreement that aligns with safety protocols, ethics, and equity, diversity, and inclusion (EDI) requirements. More information is available at <a href="http://ufv.ca/land-and-environment">ufv.ca/land-and-environment</a> . |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | GEOG 252, GEOG 253, and (one of GEOG 360, GEOG 364, or GEOG 464), and permission of the instructor or department head.                                                                                                                                                                                                                                                                                                                                                                                             |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <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><br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                             |            | <b>Course Details</b><br><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><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Infrequent</b><br><br>Maximum enrolment (for information only): <b>6</b> |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Practicum</td> <td>88</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>100</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                 |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 12 | Practicum | 88 |  |  |  |  |  |  | <b>Total hours</b> | <b>100</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 88         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>100</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="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> May 6, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b> May 13, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> October 28, 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. Describe the core geographic concepts applicable to their placement.
2. Discuss planning practice with consideration for equity, diversity, and inclusion.
3. Examine their personal identity and interest in the planning field as an employment path.
4. Communicate work plans and work outputs in a professional setting.
5. Reflect on their role and skills in their placement organization and within the community.
6. Apply concepts, skills, and theories on planning practice learned in the classroom to a professional workplace setting.
7. Synthesize their own values relative to those of a practicum institution or agency.

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

|              |     |          |     |                   |     |
|--------------|-----|----------|-----|-------------------|-----|
| Assignments: | 40% | Project: | 30% | Field evaluation: | 30% |
|              | %   |          | %   |                   | %   |

**Details:**

**Assignments:**

Work plan: 10%

Seminar participation: 10%

Reflective journal: 20%

**Practicum project:**

Defined in the learning agreement, the final project will take whatever form is most appropriate, from written and illustrated reports or pamphlets, to historical videos and multimedia displays, to lesson plans or classroom resources. Careful consideration to EDI and ethics protocol as well as risk and safety is reflected in the practicum and learning agreement. The sponsor will retain a copy of the project; the student will present another copy at the post-practicum seminars. In the last week of the term students will have an opportunity to present their final project, share their practicum experiences with classmates, and consider the career possibilities opened to them by the 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 | Phelps, N.                      | The Urban Planning Imagination: Critical International Introduction     | 2021 |
| 2. Textbook | Solen, M., Foote, K. & Monk, J. | Practicing Geography. Careers for Enhancing Society and the Environment | 2013 |
| 3. Textbook | Couch, Christ                   | Urban Planning: An Introduction                                         | 2016 |
| 4.          |                                 |                                                                         |      |
| 5.          |                                 |                                                                         |      |

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

None, although the student may encounter additional travel expenses associated with off-campus practicum placements.

**Course Content and Topics**

The learning objectives will be achieved through the online or seminar discussion, supervisor evaluation, and practicum experience.

**Online seminar themes:**

Week 1: Planning as a Career (CIP): decolonizing planning practice

Week 2: Placement training and scheduling: agreement and work plan

Weeks 3-4: Methods and techniques; ethics review

Weeks 5-7: Case studies in planning; problems and pressures of planning

Weeks 8-9: Planning issues and trends: workplace challenges

Week 10: Reflection on process to date; self-assessment: student identity and planning practice

Week 13: Final projects; review of sponsor evaluation



**Memo for Course Changes**

To: Lucy Lee

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

Date: May 6, 2022

**Subject: Proposal for revision of GEOG 464/GD 464 Community Planning and Development: Local Applied Studio**

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

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

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

2. Rationale for change:

- a. 6 year 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 \(ILOs\)](#):

- a. The learning outcomes are updated slightly to align with proposed planning program accreditation and field of sustainable development.

| Learning Outcome |                                                                                                                 | Institutional Learning Outcome |
|------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                | <del>State Apply the</del> human-centered design <del>process-methods</del> within a land use planning process. | ILO 1                          |
| 2                | Identify the needs of a particular population or community related to a specific design challenge or problem.   | ILO 2, 4, 5, 9                 |
| 3                | Discuss information from fieldwork and secondary sources related to the design challenge context.               | ILO 2, 3, 4                    |



|    |                                                                                                                                                 |                      |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 4  | Discuss interaction among the economy, transportation, health and human services, and land-use regulation.                                      | ILO 4, 6, 7, 8, 9    |
| 5  | Describe the planning tools and the legal foundation for land-use regulation.                                                                   | ILO 3, 5, 6          |
| 6  | Communicate the social and environmental impact of planning decisions on communities.                                                           | ILO 2, 3, 4, 5, 6, 7 |
| 7  | Compare alternative responses to address a planning challenge.                                                                                  | ILO 4, 6, 7, 8       |
| 8  | Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDI) lens. | ILO 4, 6, 7, 8, 9    |
| 9  | Articulate planning issues to design challenge stakeholders.                                                                                    | ILO 4, 6, 7, 8, 9    |
| 10 | Implement a multidisciplinary planning project under tight deadlines.                                                                           | ILO 4, 6, 7, 8, 9    |
| 11 | Produce deliverables that meet professional standards of content.                                                                               | ILO 4, 6, 7, 8, 9    |
| 12 | Assess the impact of the proposed response to the design challenge.                                                                             | ILO 4, 6, 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?
  - a. This course is cross-listed with Graphic Design, and the changes will not affect the program. This course will also be one of several courses required by students applying to the proposed Planning program.
  - b. A studio style, of course, is understood within the planning the design field as a collaborative learning experience and is problem-based working within the community context<sup>1</sup>. The course outline template does not allow for this option.
5. Which program areas have been consulted about the change(s)?
  - a. SLUEC and Graphic Design are aware of the changes.
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. Historical land use and colonization is to be considered. In addition, working with Indigenous advisors the sustainable development design challenge may be presented by

<sup>1</sup> <https://www.tandfonline.com/doi/full/10.11120/iebe.2009.04010008>



Indigenous elders. Varying impacts of urbanization, linkages to history of colonization and Indigenous scholars in urban design to be integrated into course curriculum. A guest speaker will be invited to share if the faculty member does not have lived experience. 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 within an urban context. 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 cities and urban challenges through an EDI lens. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. The course topics are modern and timely, representing such current leadership challenges as historic unjust urban issues and land-use planning 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, included reflection (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences and importance of transformative analysis. Older editions of the textbook will be allowed 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.).
  - a. May be a field trip or series of site visits with associated costs but in all cases virtual options will be provided.
9. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Field trip fees \$25.00 depending on the location.





**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 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 464                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Course Full Title:</b> Community Planning and Development: Local Applied Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Course Short Title:</b> Local Planning Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Department:</b> School of Land Use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Calendar Description:</b><br>Introduction to planning practice, from design challenge and problem definition to data collection, analysis, drafting of a design concept, and participating in a community partner presentation. Through the application of human-centered design planning theory and design techniques, students will study urban precedents and critically consider alternatives to address a local planning challenge.<br><br>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.<br><br>Note: This course is offered as GEOG 464 and GD 464. Students may take only one of these for credit.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit, provided the letter designation differs. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <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><br>Former course code/number:<br><br>Cross-listed with: <b>GD 464</b><br><br>Equivalent course(s): <b>GD 464</b><br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Course Details</b><br><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Annually</b><br><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%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">10</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>80</b></td> </tr> </table>                                                                                                                                                                                                                  | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10 | Supervised laboratory hours (design lab) | 20 | Experiential (work-integrated learning) | 40 | Supervised laboratory hours (computer lab) | 10 | <b>Total hours</b> | <b>80</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><br>PLAR is available for this course. |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>80</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Scheduled Laboratory Hours</b><br><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br><br>Transfer credit already exists: <b>No</b><br><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 13, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                          |    |                                         |    |                                            |    |                    |           |                                                                                                   |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> October 28, 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 the human-centered design process within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land-use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDI) lens.
9. Articulate planning issues to design challenge stakeholders.
10. Implement a multidisciplinary planning project under tight deadlines.
11. Produce deliverables that meet professional standards of content.
12. Assess the impact of the proposed response to the design challenge.

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

|              |     |                |     |                   |     |
|--------------|-----|----------------|-----|-------------------|-----|
| Assignments: | 25% | Quizzes/tests: | 10% | Field evaluation: | 15% |
| Project:     | 30% | Final exam:    | 10% | Lab work:         | 10% |

**Details:**

In this applied, project-based studio course, students will apply geographic skills and planning theory to an urban problem working with planning professionals to produce a community planning and development report on a particular issue. Field trips outside of class time are required.

**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 | Garcis, A. and M. Lydon | Tactical Urbanism: Short Term Action for Long Term Gain                                            | 2015 |
| 2. Textbook | Stevens, N. et. al.     | Human Factors in Land Use Planning and Urban Design: methods, Practical Guidance, and Applications | 2018 |
| 3. Textbook | Course Reader           |                                                                                                    |      |
| 4. Textbook | Gestalten               | The Ideal Cities: Exploring Urban Futures                                                          | 2021 |
| 5. Textbook | Witty, D.               | Professional Practice Manual: Code of Professional Conduct; Ethics, Experience, Context, Theory    | 2002 |

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

Supplies required are specific to research project. If studio is held off-campus, additional fees and materials may be required. A packing list and field manual will be provided if this is the case.

**Course Content and Topics**

Course will include lectures, guest speakers, field experience, online instruction, and seminars.

If this course is held at UFV, the following components will be included:

- Unit 1 (Weeks 1-3): Project preparation
  - Project background: historical context, colonization, and Indigenization
  - Community and equity, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2 (Weeks 4-9): Data collection
  - "Reading" the community and its built landscape
  - Demographic and policy data collection
  - Assessment/stakeholder engagement
  - Identifying stakeholder interests
  - Planning vision
- Unit 3 (Weeks 10-11): Compilation and analysis
- Unit 4 (Weeks 12-14): Project presentation and feedback



**GEOG 464****University of the Fraser Valley Official Undergraduate Course Outline**

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If this course is held outside the Fraser Valley, the course could be more condensed but the following components will be still included:

- (Pre-term) Pre-trip orientation and trip preparation
- Unit 1: Project preparation
  - Project background: historical context, colonization, and Indigenization
  - Community and equity, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2: Data collection
  - "Reading" the community and its built landscape
  - Demographic and policy data collection
  - Assessment/Stakeholder engagement
  - Identifying stakeholder interests
  - Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback

Examples of themes or planning problems include place making in underutilized public spaces; revitalization of downtown Abbotsford; affordable housing in the Fraser Valley Regional District; child-friendly community assessment; or devising an urban food security strategy for an Interior or First Nations community.





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2028  
**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> GD 464                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                |
| <b>Course Full Title:</b> Community Planning and Development: Local Applied Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |
| <b>Course Short Title:</b> Local Planning Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <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 464</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                       |
| <p>Introduction to planning practice, from design challenge and problem definition to data collection, analysis, drafting of a design concept, and participating in a community partner presentation. Through the application of human-centered design planning theory and design techniques, students will study urban precedents and critically consider alternatives to address a local planning challenge.</p> <p>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.</p> <p>Note: This course is offered as GEOG 464 and GD 464. Students may take only one of these for credit.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit, provided the letter designation differs.</p> |                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45 university-level credits.                                                                                                                                                                                                          |
| <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: <b>GEOG 464</b><br>Equivalent course(s): <b>GEOG 464</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="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> ) |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date approved:</b> May 6, 2022                                                                                                                                                                                                     |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date approved:</b> May 13, 2022                                                                                                                                                                                                    |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> October 28, 2022                                                                                                                                                                                              |



**Memo for Course Changes**

To: Lucy Lee

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

Date: May 6, 2022

**Subject: Proposal for revision of GEOG 466/GD 466 Community Planning and Development: International Studio**

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

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

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

2. Rationale for change:

- a. 6-year 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 \(ILOs\)](#):

- a. The learning outcomes are updated slightly to align with proposed planning program accreditation and field of sustainable development.
- b. The hours are adjusted with travel to the destination not part of learning units so to be more in line with studio planning courses offered at other institutions.

| Learning Outcome |                                                                                                                                 | Institutional Learning Outcome |
|------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                | <del>State the</del> Apply human-centered design <del>process</del> <a href="#">methods</a> within a land use planning process. | ILO 1                          |
| 2                | Identify the needs of a particular population or community related to a specific design challenge or problem.                   | ILO 2, 4                       |



|    |                                                                                                                                                  |                      |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|    |                                                                                                                                                  |                      |
| 3  | Discuss information from fieldwork and secondary sources related to the design challenge context.                                                | ILO 2, 3, 4, 5       |
| 4  | Discuss the interaction among the economy, transportation, health and human services, and land-use regulation.                                   | ILO 1, 2, 3, 5,      |
| 5  | Describe the planning tools and the legal foundation for land use regulation.                                                                    | ILO 3, 5, 6          |
| 6  | Communicate the social and environmental impact of planning decisions on communities.                                                            | ILO 2, 3, 4, 6, 7    |
| 7  | Compare alternative responses to address a planning challenge.                                                                                   | ILO 4, 6, 7, 8       |
| 8  | Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDII) lens. | ILO 4, 6, 7, 8, 9    |
| 9  | Implement a multi-disciplinary planning project under tight deadlines.                                                                           | ILO 4, 6, 7, 8, 9    |
| 10 | Produce deliverables that meet professional standards of content, including clients and project stakeholders.                                    | ILO 4, 5, 6, 7, 8, 9 |
| 11 | Critically reflect on his or her own values relative to those of the community stakeholders involved in the planning challenge                   | ILO 4, 5, 6, 7, 8, 9 |

1. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - a. This course is cross-listed with Graphic Design, and the changes will not affect the program. This course will also be one of several courses required by students applying to the proposed Planning program.
  - b. A studio style, of course, is understood within the planning the design field as a collaborative learning experience and is problem-based working within the community context<sup>1</sup>. The course outline template does not allow for this option.
2. Which program areas have been consulted about the change(s)?
  - a. SLUEC and Graphic Design are aware of the changes.
3. 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 \(UNDRIP\)](#).

<sup>1</sup> <https://www.tandfonline.com/doi/full/10.11120/iebe.2009.04010008>



- a. Historical land use and colonization is to be considered. In addition, working with Indigenous advisors the sustainable development design challenge may be presented by Indigenous elders. Varying impacts of urbanization, linkages to history of colonization and Indigenous scholars in urban design to be integrated into course curriculum. A guest speaker will be invited to share if the faculty member does not have lived experience. 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 within an urban context. 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
4. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - a) Spatial justice is an organizing theme of the course and includes looking cities and urban challenges through an EDI lens. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. The course topics are modern and timely, representing such current leadership challenges as historic unjust urban issues and land-use planning 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, including reflection (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences and the importance of transformative analysis. Older editions of the textbook will be allowed to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations.
5. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.).
  - a. There will be costs associated with travel depending on the location and the amount of time spent in the international setting.
6. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Cost recovery or student pay or funding through external sources such as QES Internship Program or faculty research funding.
  - b. The typical cost for the course varies based on the international studio location.





**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 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 466                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | <b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Community Planning and Development: International Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Short Title:</b> International Planning Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Department:</b> School of Land Use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to planning practice, from problem definition to data collection, analysis, creating a design concept and participating in a client presentation to stakeholders. Through the application of planning theory and human-centered design methods, students will study urban precedents and critically consider design alternatives for an international planning challenge.<br><br>Note: This course is offered as GEOG 466 and GD 466. Students may take only one of these for credit.<br>Note: This course is an intensive 1-3-month session with a portion of the time based in an international locale. |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <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: <b>GD 466</b><br>Equivalent course(s): <b>GD 466</b><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                                                                                                                                                                      |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <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;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Practicum</td> <td style="text-align: right;">140</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>160</b></td> </tr> </table>                                                                                                                                                       |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20 | Practicum | 140 |  |  |  |  |  |  | <b>Total hours</b> | <b>160</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 140        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>160</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input 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 13, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |           |     |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | <b>Date of meeting:</b> October 28, 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 human-centered design methods within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss the interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDII) lens.
9. Implement a multi-disciplinary planning project under tight deadlines.
10. Produce deliverables that meet professional standards of content, including clients and project stakeholders.
11. Critically reflect on his or her own values relative to those of the community stakeholders involved in the planning challenge.

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

|                   |     |                |     |              |                             |
|-------------------|-----|----------------|-----|--------------|-----------------------------|
| Field evaluation: | 25% | Quizzes/tests: | 10% | Assignments: | 15%                         |
| Project:          | 30% | Final exam:    | 10% | Practicum:   | Participation in studio 10% |

**Details:**

Course participants will work collectively as well as in smaller working groups on a particular project.

**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 | <a href="#">Matthias Finger and Numan Yanar</a> , ed. | The Elgar Companion to Urban Infrastructure Governance Innovation, Concepts and Cases            | 2022 |
| 2. Report   | UN-Habitat                                            | World Cities Report                                                                              | 2020 |
| 3. Textbook | Farvacque-Vitkovic, C. et al.                         | Urban Planning in Africa: Addressing, Mapping and Their Applications (Directions in Development) | 2005 |
| 4. Textbook | Gestalten                                             | The Ideal City: Exploring Urban Futures                                                          | 2021 |
| 5. Textbook | Miraftab, F. and N. Kudva                             | Cities of the global South reader                                                                | 2015 |

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

Supplies required are specific to the research project. Due to the travel involved, additional fees and materials will be required. A packing list and field manual will be provided.

**Course Content and Topics**

A seminar on planning practice, context, human-centred design methods, and evaluation will be held multiple times a week. Examples of project themes include: the greening of an informal settlement in Dar es Salaam; rural economic development; child friendly community assessment; or urban food security strategies.

Seminar content will vary according to locale and project focus. In general, the course content will include:

- (Pre-term) Pre-trip orientation, ethics review, trip preparation, and project background
- Unit 1: Project preparation
  - Project context
  - Further community analysis with consideration for equality, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2: Data collection
  - "Reading" the community and its built landscape
  - Demographic and policy data collection
  - Assessment/stakeholder engagement
  - Identifying stakeholder interests
  - Integration of human-centred design methods
  - Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2028  
**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> GD 466                                                                                                                                                                                                                                                                                                                                                                                               | <b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                      |
| <b>Course Full Title:</b> Community Planning and Development: International Studio                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                             |
| <b>Course Short Title:</b> International Planning Studio                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                  | <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 466</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                             |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                             |
| Introduction to planning practice, from problem definition to data collection, analysis, creating a design concept and participating in a client presentation to stakeholders. Through the application of planning theory and human-centered design methods, students will study urban precedents and critically consider design alternatives for an international planning challenge.                                              |                                                                                                                                                                                                                                                             |
| Note: This course is offered as GEOG 466 and GD 466. Students may take only one of these for credit.                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                             |
| Note: This course is an intensive 1-3-month session with a portion of the time based in an international locale.                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     | 45 university-level credits.                                                                                                                                                                                                                                |
| <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: <b>GEOG 466</b><br>Equivalent course(s): <b>GEOG 466</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date approved:</b> May 6, 2022                                                                                                                                                                                                                           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> May 13, 2022                                                                                                                                                                                                                          |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> October 28, 2022                                                                                                                                                                                                                    |



**Memo for Program Changes**

To: Chair, Undergraduate Education Committee

From: Curtis Magnuson, Interim Director, School of Social Work and Human Services

Date: May 20, 2022

**Subject: Program change (School and Community Support Worker certificate)**

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):

In Winter 2022, the Undergraduate Education Committee approved the new course, HSER 194: Education Assistants and Inclusive Schools, with the possibility of offering this course for the first time in Winter 2023. The School of Social Work and Human Services did not at the time submit a program change request because the certificate program continues to be revised in anticipation of its eventual move to the Mission campus, where it will have an increasing focus on Education Assisting. This is consistent with the recommendations of the Human Services Program Review, in response to feedback received from school districts and program students.

As a two-semester, thirty-one credit program, the addition of any new course requires the removal of an existing course. HSER 190 and HSER 192 have already been revised and were approved by UEC. HSER 195 and HSER 196 are both scheduled for major revisions in 2022-23. HSER 196 requires revisions that are so extensive that a new course number (HSER 193) may be required.

To make room for additional Education Assistant curriculum, the school has agreed to remove SOWK 110: Introduction to Social Work and Social Services from the program, because it focuses on social work and human services, and not education. This course will eventually be removed from the certificate program but until it is it remains an excellent introductory course to human services education offered by the School.

HSER 196 was taught by a Registered Nurse sessional instructor for the past nine years, who has recently indicated her intention to retire. In consultation with the Registrar, it was recommended



that adding HSER 194 to the curriculum in January 2023 could be accomplished if it were offered as an alternative to HSER 196, not in place of it or in place of SOWK 110. In this way, students who have already completed HSER 196 would not have to take an additional three-credit course in order to graduate. The present program change request is to meet that interim goal.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Not applicable
4. What consideration has been given to indigenizing the curriculum? This is a continuous process with all HSER courses and HSER 194 has included Indigenous content.
5. Will additional resources be required? If so, how will these costs be covered? No. In fact, if HSER 194 is offered instead of HSER 196, no lab space using the Nursing labs in Chilliwack will be required. HSER 196 is the only SCSW course exclusively offered in Chilliwack because of two labs associated with the course, which must be scheduled outside of the Nursing program's use of the lab.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

Students will not be adversely affected because they can graduate with HSER 196 (if they have already completed it successfully) or enrol in HSER 194 in place of it. The addition of a third course on Education Assisting will make the program more desirable to students as well as to the school districts who have let the School know that EA curriculum must be strengthened within the program.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No. Students graduate with thirty-one credits by taking either HSER 194 or HSER 196.
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.)

The School has moved the delivery of HSER 192 Supporting Students in Schools from Winter to Fall semester so that students begin their EA curriculum in the first semester of the program. HSER 194 builds on the curriculum of the revised HSER 192, which is why it will be offered in Winter semester.

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. No. There is no change.
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.



# School and Community Support Worker certificate

## Program outline

### 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 190            | Introduction to Community and School Support                            | 3            |
| <u>HSER 192</u>     | <u>Supporting Students in Schools</u>                                   | <u>3</u>     |
| SOWK 110            | Introduction to Social Work and <del>Human</del> <u>Social</u> Services | 3            |
| <del>SOWK 225</del> | <del>Human Behaviour and the Social Environment</del>                   | <del>3</del> |



|                        |                                                     |              |
|------------------------|-----------------------------------------------------|--------------|
| <del>or PSYC 250</del> | <del>Introduction to Developmental Psychology</del> | <del>-</del> |
|------------------------|-----------------------------------------------------|--------------|

**Semester II**

| <b>Course</b>                   | <b>Title</b>                                                                            | <b>Credits</b> |
|---------------------------------|-----------------------------------------------------------------------------------------|----------------|
| HSER 131                        | <del>SCSW</del> Practicum                                                               | 7              |
| <del>HSER 192</del><br>HSER 194 | <del>Supporting Students in Schools</del><br>Education Assistants and Inclusive Schools | 3              |
| <del>or HSER 196</del>          | <del>Personal Care for Persons with Disabilities</del>                                  |                |
| HSER 195                        | Relationships and the Community                                                         | 3              |
| <del>HSER 196</del>             | <del>Personal Care for Persons with Disabilities</del>                                  | <del>3</del>   |
| <del>SOWK 225</del>             | <del>Human Behaviour and the Social Environment</del>                                   | <del>3</del>   |
| <del>or PSYC 250</del>          | <del>Introduction to Developmental Psychology</del>                                     |                |



Excerpt from UEC minutes: May 20, 2022

#### **4.2. Official Course Outline and cover memo templates**

Representatives from the Faculty of Science presented a request that the course memo questions about Indigenization and equity, diversity, and inclusion (EDI) be optional rather than required. Due to time, most of the discussion focused on the question of Indigenization rather than EDI.

The initial request was brought forward from the Chemistry department. The submission included the following:

- While acknowledging the importance of meaningful forms of Indigenization, some faculty are uncomfortable with the imposition of a cultural requirement on science.
- Tokenistic responses may trivialize Indigenization of the physical sciences.
- Incorporating Indigenous knowledge or ways of knowing into many undergraduate science courses may not be meaningful, useful, or possible.
- More meaningful forms of Indigenization in science would be outreach to encourage better representation of Indigenous people in science, and learning more about Indigenous ways of knowing from Indigenous students.
- No other institution in B.C. includes a standard requirement for Indigenization or EDI in all courses.

Comments from UEC members included the following:

- UFV is a leader in this area, and has committed to Indigenization throughout the institution to change the situation of Indigenous Peoples in the classroom following both the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's 94 Calls to Action.
- Indigenization is not about imposing cultural beliefs, but about acknowledging that relationships between Indigenous and non-Indigenous people in Canada have not been good, and these relationships need to change.
- Science is not ethically or culturally neutral, and has had many negative impacts on Indigenous people.
- Incorporation of Indigenous knowledge is only one aspect to consider. Although not all subjects lend themselves immediately to Indigenization of content, there is much more that can be done to Indigenize in many areas, such as how subjects are taught and how students are assessed.
- Lack of representation in science is not necessarily due to a lack of interest, but is another indicator that the current K-12 system is still failing Indigenous students.

How to best implement and communicate responses to Indigenization and EDI in the curriculum will be an ongoing topic of discussion at UEC.



## MEMO

**To:** Undergraduate Education Committee

**From:** Lucy Lee, Dean, Faculty of Science

**Date:** March 8, 2022

**Subject:** UEC Memo Templates for New Courses and for Course Changes (June 2021 revisions)

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As requested by the Chemistry Department, the Science Faculty Council (SFC) at its March 4<sup>th</sup> meeting, held in hybrid format, discussed the newly approved UEC memos accompanying course approvals, specifically questions #6 and #7:

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

The discussion on this matter was lively and extensive, and involved participants of each of our units within the Faculty of Science. Engagement of our faculty in EDI and Indigenization efforts within the academy has overall been very favourable.

Following consultation with Lorna Andrews, Teaching and Learning Specialist (Indigenization), discussion with myself and the Associate Dean of Science, and internal departmental discussions, members of the Chemistry Department brought forward the following motion at the March 5 meeting, specifically as it pertains to the relevance of questions 6 and 7 with respect to proposals to introduce new science courses and edit existing ones.

### MOTION:

"We move that the following requirements be made optional: questions 6 and 7 on the UEC course outline memo and the requirement for Indigenous epistemologies on the official course outline."

The above motion passed, with 14 voting in favour, 6 not in favour, and 3 abstentions.

As the Chair of FSC and as Dean of the Faculty of Science, I am bringing this motion to UEC for consideration and action.



## Undergraduate Education Committee

## Retreat Activity Notes

August 2022

As one activity at our annual retreat at the start of the new academic year, UEC considered the question of how to address some common issues with the curriculum approval process via communication with other areas of the university.

The activity considered recommendations for effective communication with faculty curriculum committees and individual faculty proponents of curriculum changes. We also examined the resources available and needed to support UEC's work.

After a discussion in groups of these key questions, the groups provided two to three recommendations for each category. Next, each individual used markers placed in feedback frames (see Figure 1 for an example) to rate the urgency/importance of each recommendation. Table 1 shows a summary of the results.

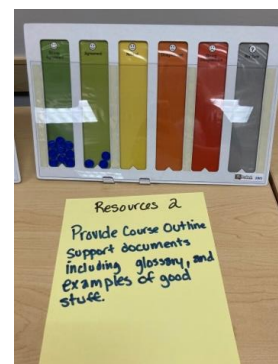


Figure 1. Feedback Frames example

Table 1. Recommendations and priorities

| Category                      | Recommendation                                                                                                                                                                                | Perceived Priority   |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Curriculum committees         | 1. Expand the options for early curriculum committee consultation with UEC Screening                                                                                                          | Medium-High          |
|                               | 2. Ensure each curriculum committee has representation at UEC                                                                                                                                 | Medium-High          |
| Individual faculty proponents | 1. Increase Teaching and Learning support for faculty members in understanding and working with the curriculum approval process while acknowledging and respecting faculty member experience. | High to Medium-High  |
|                               | 2. Provide a liaison/UEC representative for each faculty who can work more explicitly to provide guidance and mentoring before the committee steps begin.                                     | Medium-High          |
|                               | 3. Implement software and an online repository for in-progress course development, examples, collaboration, and interdepartmental collaboration.                                              | Medium to Medium-Low |
| Resources                     | 1. Promote Institutional Research information that can be used for supporting data in curriculum proposals.                                                                                   | Medium-High          |
|                               | 2. Provide additional course outline support documents including a glossary and examples of effective sections/responses to questions.                                                        | High to Medium-High  |
|                               | 3. Provide a rubric for Campus-Wide Consultation.                                                                                                                                             | Medium-High          |





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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|--------------------|----------|----------------------------------------------------------------------------------------------|
| Course Code and Number:                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Number of Credits: <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Course Full Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Course Short Title: (To be assigned by OReg based on university standards.)                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Faculty: Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Department (or program if no department):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <b>Calendar Description:</b><br>(The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)<br><br>Note: Students with credit for _____ cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>(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.)                                                                                       | <b>Course Details</b><br>Special Topics course: <a href="#">[click to select]</a><br>(If yes, the course will be offered under different letter designations representing different topics.)<br>Directed Study course: <a href="#">[click to select]</a><br>(See <a href="#">policy 207</a> for more information.)<br>Grading System: <a href="#">[click to select]</a><br>Delivery Mode: <a href="#">[click to select]</a><br>Expected frequency: <a href="#">[click to select]</a><br>Maximum enrolment (for information only): |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><b>Total hours</b></td><td><b>0</b></td></tr> </table>                     | <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <b>Total hours</b> | <b>0</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><a href="#">[click to select]</a> |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                          | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <a href="#">[click to select]</a><br>Submit outline for (re)articulation: <a href="#">[click to select]</a><br>(If yes, fill in <a href="#">transfer credit form</a> .)                                                                                                                                                                                                                                                       |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                          | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |

Commented [AG1]: Option added: "Supervised directed learning (directed studies only)"



[COURSE]

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.)*  
(5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).)

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

1. Example: Articulate basic criteria that have been used to determine a work of literature's place in the Western literary canon.
2. Example: Identify the historical circumstances - political, social, economic, and artistic - leading to the production of posters.
3. Example: Develop persuasive public relations messages for target audiences.
4. Example: Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues. this section for supplies and materials for all sections of this course.

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

|                   |   |                   |   |                   |   |
|-------------------|---|-------------------|---|-------------------|---|
| [click to select] | % | [click to select] | % | [click to select] | % |
| [click to select] | % | [click to select] | % | [click to select] | % |

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information.)

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

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

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

| Type                 | Author or description | Title and publication/access details | Year |
|----------------------|-----------------------|--------------------------------------|------|
| 1. [click to select] |                       |                                      |      |
| 2. [click to select] |                       |                                      |      |
| 3. [click to select] |                       |                                      |      |
| 4. [click to select] |                       |                                      |      |
| 5. [click to select] |                       |                                      |      |

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

(Use this section for supplies and materials for all sections of this course.)

**Course Content and Topics**

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

Commented [AG2]: Section added back to form.



## UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2022-23



| AREA REPRESENTED                                                 | TERMS OF OFFICE          | MEMBER                                                   |
|------------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| <b>Voting Members</b>                                            |                          |                                                          |
| Vice-Chair, Registrar & AVP, Enrolment Management (or designate) | Ongoing                  | David Johnston, Office of the Registrar                  |
| <b>9 faculty members, at least 2 from Senate</b>                 |                          |                                                          |
| Faculty                                                          | 08-01-2022 to 07-31-2024 | William Maher, Faculty of Humanities                     |
| Faculty                                                          | 08-01-2021 to 07-31-2023 | Teresa Arroliga-Piper, Faculty of Humanities             |
| Faculty (senator)                                                | 08-01-2022 to 07-31-2025 | Shel Stefan, Faculty of Humanities                       |
| Faculty (senator)                                                | 08-01-2021 to 07-31-2024 | Amber Johnston, Faculty of Health Sciences               |
| Faculty                                                          | 08-01-2022 to 07-31-2024 | Catherine Liao, Faculty of Health Sciences               |
| Faculty                                                          | 08-01-2021 to 07-31-2023 | Vanessa Radzimski, Faculty of Science                    |
| Faculty                                                          | 08-01-2022 to 07-31-2024 | Carl Janzen, Faculty of Professional Studies             |
| Faculty (senator)                                                | 08-01-2021 to 07-31-2024 | Dana Landry, Faculty of Humanities                       |
| Faculty                                                          | 08-01-2021 to 07-31-2023 | Samantha Pattridge, Faculty of Humanities (Chair)        |
| <b>2 deans or associate deans</b>                                |                          |                                                          |
| Dean                                                             | 08-01-2021 to 07-31-2024 | Ian Affleck, Associate Dean, Faculty of Science          |
| Dean                                                             | 08-01-2021 to 07-31-2024 | Linda Parly, Associate Dean of Students, College of Arts |
| <b>1 academic advisor</b>                                        | 08-01-2021 to 07-31-2023 | Nicholas Johnson, Advising Centre                        |
| <b>1 staff</b>                                                   | 08-01-2021 to 07-31-2023 | Courtney Boisvert, Upgrading & University Preparation    |
| <b>2 undergraduate students</b>                                  |                          |                                                          |
| Student                                                          | 08-01-2022 to 07-31-2024 | Ravneet Sohal, undergraduate student                     |
| Student                                                          | 08-01-2022 to 07-31-2024 | Vacant                                                   |
| Associate VP, Teaching and Learning (or designate)               | Ongoing                  | Claire Hay, Specialist, Teaching & Learning              |
| University Librarian (or designated librarian) (ex officio)      | Ongoing                  | Selena Karli, Librarian, Reference & Instruction         |
| <b>Ex-officio Non-voting Members</b>                             |                          |                                                          |
| Provost & Vice-President, Academic (or designate)                | Ongoing                  | Randy Kelley (designate until July 31, 2024)             |
| AVP, Research, Engagement & Graduate Studies (or designate)      | Ongoing                  | Amber Johnston (designate)                               |
| Executive Director, International Education                      | Ongoing                  | David McGuire                                            |
| Senior Advisor on Indigenous Affairs                             | Ongoing                  | Shirley Hardman                                          |
| Manager, Enrolment Planning                                      | Ongoing                  | Donna Alary                                              |
| AVP, Institutional Research and Integrated Planning              | Ongoing                  | Vladimir Dvoracek                                        |
| Director, Advising Centre (or designate)                         | Ongoing                  | Bobby Jaswal (designate)                                 |
| Associate Director, Program Development & Quality Assurance      | Ongoing                  | Claire Carolan                                           |
| <b>Administrative Support (non-member)</b>                       |                          |                                                          |
| UEC Assistant/Calendar Editor, Office of the Registrar           |                          | Amanda Grimson                                           |

**CURRENT MEMBERSHIP: 25 members - 17 voting members and 8 non-voting members**

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

Current as of September 28, 2022