



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**December 15, 2023 - 10:00 AM**  
**A225**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 7      **2.1. UEC draft minutes: Nov. 24, 2023**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

8 - 12      **3.1. Computing**  
              Review with changes: CIS 110/BUS 160

MOTION: To approve the CIS 110/BUS 160 course outline as presented.

13 -      **3.2. History**  
25        Review with changes: HIST 102, 121, 313

MOTION: To approve the HIST course outlines as presented.

26 -      **3.3. Modern Languages**  
28        Discontinuation: FREN 331

MOTION: To approve the discontinuation of FREN 331.

29 -      **3.4. Business**  
57        Review with changes including title and prerequisites: BUS 400

Changes to entrance and program requirements: Aviation diploma  
Changes to entrance and program requirements: Bachelor of Business  
Administration (Aviation)

MOTION: To approve the BUS 400 course outline as presented.

Page

MOTION: To recommend the changes to the Aviation diploma entrance and program requirements as presented, effective September 2024.

MOTION: To recommend the changes to the BBA (Aviation) entrance and program requirements as presented, effective September 2024.

**3.5. Planning, Geography, and Environmental Studies**

Changes to entrance requirements: Bachelor of Regional and Community Planning

MOTION: To recommend approval of the changes to the Bachelor of Regional and Community Planning entrance requirements as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Direct admission to majors**

**4.2. Policy Subcommittee report**

**4.3. APPC report**

**4.4. Senate report**

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

**4.6. Future topics for discussion**

**5. INFORMATION ITEMS**

**5.1. Minor course changes**

FREN 101, 102

**5.2. Program suspensions and discontinuations**

Suspended: Mindfulness-Based Teaching and Learning graduate certificate

**6. ADJOURNMENT**

58 -  
60



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

November 24, 2023  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Michael Batu, Claire Carolan, Rhonda Colwell, Vlad Dvoracek, Samantha Hannah, Shirley Hardman, Claire Hay, Bobby Jaswal, David Johnston, Selena Karli, Dana Landry, Lisa McMartin, Linda Pardy, and Kevin Wainwright  
**ABSENT:** Ian Affleck, Chris Campbell, Olivia Jackson, Carl Janzen, Amber Johnston, William Maher, Kate McCulloch, David McGuire, Gurjot Singh, and Shel Stefan  
**GUESTS:** Alan Cameron, Jennifer Deon, Sarah Graham, Karun Karki, Shelley Liebembuk, Marlene Murray, Stefania Pizzirani, Eric Spalding, Geoffrey Spurling  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: Oct. 27, 2023**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

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

##### **3.1. Arts: Courses**

Discontinuation: MUSC 100, 101, 150, 202

**MOTION:**

To approve the discontinuation of MUSC 100, 101, 150, and 202.

CARRIED

##### **3.2. Culture, Media, and Society: Courses**

Review with changes including prerequisites: MACS 210, 215, 221

Review with changes including title and prerequisites: MACS 230

Review with changes including prerequisites: MACS 240, 299

Review with changes: MACS 399, MACS 460/SOC 460

There was discussion regarding how the course outlines could further incorporate Indigenization as reflected in the memos. Shirley Hardman (AVP, Indigenous) and Eric Spalding (School of Culture, Media, and Society representative) will discuss possible revisions. Any changes will be brought to UEC for either re-approval or verification that the changes are editorial only.

**MOTION:**

To approve the MACS course outlines as presented.

CARRIED

**3.3. Graphic and Digital Design: Courses**

Changes including prerequisites: GD 159, 254, 358

Changes including title and course code: GD 222 (formerly MEDA 222)

Changes including title and course code: GD 469 (formerly MEDA 469)

**MOTION:**

To approve the GD course outlines as amended:

- GD 469: field trip note will be added to calendar description.

CARRIED

**3.4. Modern Languages: Courses**

Review with changes: JAPN 101, 102, 103

Review with changes including prerequisites: JAPN 201

Review with changes: JAPN 202

Review with changes including title and total hours: JAPN 301, 302

New course: JAPN 251, Introduction to Japanese Society and Culture

**MOTION:**

To approve the JAPN course outlines as amended:

- JAPN 101, 102, 201, and 301 evaluations: "holistic assessment" percentages will be included in "assignments"

CARRIED

**3.5. Social Work and Human Services: Courses**

Changes including title and pre/corequisites: HSER 130

Changes including title, prerequisites, and pre/corequisites: HSER 131 and 230

**MOTION:**

To approve the HSER course outlines as presented.

CARRIED

**3.6. Creative Arts: SOCA courses**

New course: SOCA 100, Ways of Seeing Art, Digital Media, and Visual Culture

New course: SOCA 105, Ways of Writing About Art, Design, Digital Media, and Visual Culture

New course: SOCA 201, Introduction to Visual Studies

New course: SOCA 402, Seminar in Visual Studies

**MOTION:**

To approve the SOCA course outlines as presented.

CARRIED

**3.7. Creative Arts: VA courses (new)**

New course: VA 100: Introduction to Visual Art

New course: VA 110: Creating on a Theme

New course: VA 260: Professional Skills for Visual Artists

New course: VA 295: Special Topics in Studio Fundamentals

New course: VA 300: Creative Research Methods

New course: VA 301: Creative Praxis

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New course: VA 310: Art, Gender, and the Body  
New course: VA 311: Place and Art-Making  
New course: VA 325: Advanced Studio: Figure Painting and Figure Drawing  
New course: VA 391: Socially Engaged Art Practices  
New course: VA 392: Public Art  
New course: VA 405: Senior Studio Project  
New course: VA 490: Directed Studies in Studio Practice

The School of Creative Arts requested that "supervised studio hours" be considered an acceptable category for instructional hours, and that VA 405 include "student directed learning" hours. This was accepted for these courses but will not be considered precedent-setting for the official course outline form. Possible addition of categories to the form will continue to be discussed.

**MOTION:**

To approve the new VA course outlines as presented.  
 CARRIED

**3.8. Creative Arts: VA courses (revised)**

Review with changes including total hours: VA 113  
Review with changes including title, prerequisites, and total hours: VA 221, 223, 231, 251, 271, 280  
Review with changes including title, prerequisites, and total hours, and course number: VA 225 (formerly VA 101)  
Review with changes including title and prerequisites: VA 283  
Review with changes including title, prerequisites, and total hours: VA 321, 331, 351, 360, 371  
Review with changes including title and prerequisites: VA 383  
Review including prerequisites and total hours: VA 395

As above, "Critiques" was considered an acceptable category for instructional hours for these specific courses.

**MOTION:**

To approve the revised VA course outlines as presented.  
 CARRIED

**3.9. Creative Arts: Programs**

Changes to program requirements: Visual Arts diploma  
Changes to program requirements: Visual Arts major  
Changes to program requirements: Visual Arts extended minor  
Changes to program requirements: Visual Arts minor

**MOTION:**

To approve the changes to the Visual Arts diploma as amended, effective September 2024:

- "Students must complete requirements in five areas" corrected to "...three areas".

CARRIED

**MOTION:**

To approve the changes to the Visual Arts major as presented, effective September 2024.

CARRIED

**MOTION:**

To approve the changes to the Visual Arts extended minor and minor as presented, effective September 2024:

- "Students must complete requirements in four areas" corrected to "...three areas".

CARRIED

**3.10. History: Courses**

Review with changes: HIST 122, 162/LAS 162, 211, 212, 309, 321, 325

New course: HIST 371, Populism in America: From Andrew Jackson to Donald Trump

New course: HIST 386, History of East Asian Communities in North America: Migration, Denial, and Belonging

New course: HIST 482, Under the Shogun: Social History of Early Modern Japan

**MOTION:**

To approve the HIST course outlines as presented.

CARRIED

**3.11. History: Programs**

Changes to program requirements: History major

**MOTION:**

To approve the changes to the History major as presented, effective September 2024.

CARRIED

**3.12. Planning, Geography, and Environmental Studies: Programs**

Changes to program: Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying associate certificate (formerly Indigenous Maps, Films, Rights, and Land Claims associate certificate)

**MOTION:**

To recommend approval of the changes to the Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying associate certificate as presented, effective May 2024.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Policy Subcommittee**

Terms of Reference have been updated to reflect that the Secretariat will help support this subcommittee's work.

**MOTION:**

To approve the revised Policy Subcommittee Terms of Reference.

CARRIED

UEC Draft Minutes  
24 Nov 2023

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**4.2. UEC meeting schedule**

February 23 meeting will be changed to March 1.

**4.3. APPC report**

There was no report as APPC has not yet met this month.

**4.4. Senate report**

Recent presentations at Senate focused on updates to the Institutional Learning Outcomes (ILOs) and

**4.5. Future topics for discussion**

This item was postponed.

**5. ADJOURNMENT**

The meeting was adjourned at 12:01 pm.

**Memo for Course Changes**

To: UEC

From: Frank Zhang, School of Computing

Date: February 7, 2022

**Subject: Proposal for revision of CIS 110/BUS 160**

*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:

CIS110/BUS160 is overdue for its six-year review. In this revision, some major changes are: 1) request for articulation to enhance the value of the course; 2) add indigenous content in this course; 3) update the textbook; 4) revised the evaluation weighting; 5) promote equity, diversity and inclusion in class.

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

The learning outcomes remains unchanged. However, Indigenous content is added in the teaching.

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 \(UNDRIP\)](#).

Yes. One of the major changes to this course is the enclosure of the indigenous content. The indigenous materials are adopted whenever it is possible through the course, e.g., the indigenous resource online is introduced to the students; The indigenous samples are used in the teaching; The indigenous data are used to perform the analysis. From the analysis result, the students have much better understanding of the truth of indigenous inheritance of Canada and the importance of the awareness and reconciliation.

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

Another important improvement of the course delivery is avoiding gender basis words and promote equity, diversity, and inclusion.

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

N/A

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

Pearson MyIT Lab and Cengage MindTap platform and associated electrical books on Management Information System and Microsoft Office 365 are used. The typical cost of the bundle (ebook and platform) was \$84.99.

**CWC comment and response:**

- Is there still a need for this course to be cross-listed as BUS?  
*Yes. It is still the same course as BUS 160. To have them cross-listed would be beneficial to both CIS and BUS to the maximum flexibility.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2029  
**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> CIS 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Course Full Title:</b> Computerized Business Applications and MIS                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Course Short Title:</b> Computerized Bus Application                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department (or program if no department):</b> School of Computing                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Calendar Description:</b><br>This course covers understanding, application, and advanced skill development in spreadsheets, databases, presentation software, and word-processing, integrated with an introduction to Management Information Systems (MIS). Emphasis is on problem solving and integration of software applications within a MIS context.<br><br>Note: This course is offered as CIS 110 and BUS 160. Students may take only one of these for credit.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <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>BUS 160</b><br>Equivalent course(s): <b>BUS 160</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 semester</b><br>Maximum enrolment (for information only): <b>35</b> |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lecture/seminar | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> January 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> March 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> December 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |

**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. Demonstrate the sophisticated skills in word processing, spreadsheet and database application, and presentation creation.
2. Discuss the privacy concerns, ethical implications, and equity of managing and sharing data.
3. Use file management systems for data organization, information retrieval, backup, and recovery.
4. Incorporate software applications to effectively address and resolve business challenges, with a specific focus on Indigenous contexts and data, such as those related to Indigenous population dynamics, education, and facility development.

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

|             |     |              |     |                |     |
|-------------|-----|--------------|-----|----------------|-----|
| Final exam: | 25% | Assignments: | 30% | Quizzes/tests: | 37% |
| Project:    | 8%  |              |     |                |     |

**Details:**

Midterm: 25%

Weekly quizzes: 12%

Assignments include participation and professionalism (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 | David M. Kroenke, Andrew Gemino, Peter Tingling, Randall J. Boyle | Experiencing MIS, 5th edition. Canadian | 2020 |
| 2. Textbook | Poatsy and Williams                                               | Exploring Microsoft Office 2019         | 2019 |
| 3.          |                                                                   |                                         |      |

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

Pearson MyIT lab or Cengage MindTap platform

**Course Content and Topics**

- Understanding and using Management Information Systems
  - Structure of information systems
  - Purpose and impact of MIS in business
  - Hardware and software
  - Database processing
  - Data communications
  - Internet technology
- Developing strategies for file management
- Creating and delivering professional presentations
- Managing communications with Microsoft Word
  - Merge documents
  - Reports
  - Publications/newsletters
- Solving problems with spreadsheets
  - Data computation and analysis
  - Data display with charts
  - Decision making using logical functions
- Developing a database structure with Microsoft Access
  - Data organization to produce meaningful information
  - Tables
  - Queries
  - Forms
  - Reports
  - Relationships
- Integrating applications to develop effective management information systems with a specific focus on Indigenous contexts and data published by Statistics Canada and First Nations sources, such as:
  - Indigenous population dynamics and gender balance
  - Indigenous education and income distribution
  - Indigenous community facility and infrastructure development



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED: (six years after UEC approval)** December 2029  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> BUS 160                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Full Title:</b> Computerized Business Application and MIS                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Course Short Title (if title exceeds 30 characters):</b> Computerized Bus Applications                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Department (or program if no department):</b> School of Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>CIS 110</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Calendar Description:</b><br>This course covers understanding, application, and advanced skill development in spreadsheets, databases, presentation software, and word-processing, integrated with an introduction to Management Information Systems (MIS). Emphasis is on problem solving and integration of software applications within a MIS context.<br><br>Note: This course is offered as CIS 110 and BUS 160. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>CIS 110</b><br>Equivalent course(s): <b>CIS 110</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                     | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> January 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> March 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> December 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Memo for Course Changes**

To: CACC. UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Scott Sheffield, HIST 102 course reviewer.

Date: March 8, 2023

**Subject: Proposal for revision of History 102 – Canada: 1867 to the Present**

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

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

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

2. Rationale for change:

-This course was up for its 6-year review, and it provided an opportunity to update a range of components in the formal course outline. These include:

- A new course description that foregrounds the centrality of settler-Indigenous relations in Canadian history and shifts from an event-framed description of content to a thematic framing of the approaches to understanding Canada's history.
- The learning outcomes are all in line with the updated History Department and broader institutional LO's, just a slight tweaking of the wording in the second point was made to connect it more explicitly to this course.
- Delivery methods has been altered to include a portion for in-class workshops for students to work collaboratively with primary sources. The textbook list has been updated and includes an open source text by John Belshaw. In addition, a Supplementary Text and Resource Materials Form contains examples of journal articles and websites that might be assigned for this course.
- The previous iteration listed the assessments with an undifferentiated 55% for assignments. This is reconfigured to showcase a more balanced structure to the assessment.

- The Course Content has also been revised to update terminology (from 'Aboriginal Peoples' to the more current 'Indigenous Peoples' for broad general description), as well as to make explicit that Indigenous issues remain a core theme throughout the entirety of the course (not just the 19<sup>th</sup> ~~Century~~century).
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
    - The changes made are not substantial, as noted above.
  4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
  5. Which program areas have been consulted about the change(s)?
    - 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 \(UNDRIP\)](#).
    - Though the precise emphasis will differ depending on the faculty person teaching the course, History 102 always contains substantial Indigenous content, exploring the evolving experience of First Nations, Métis and Inuit peoples in the face of Canadian colonialism and expansion during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. In addition, later sessions of the course engage the lengthy history of state administration, the ideology of assimilation, and the pervasive resistance of Indigenous communities through the mid and late 20<sup>th</sup> century, including constitutional negotiations, rights and title, and the beginnings of transition towards a path of reconciliation.
    - Students more directly engage with Indigenous perspectives through seminar readings including articles by Indigenous scholars like Blair Stonechild ( "The Indian View of the 1885 Uprising," in *1885 and After: Native Society in Transition*, F. Laurie Barron and James B. Waldram, eds. (Regina: University of Regina, 1986): 155-70).
    - In terms of assignment design, some instructors work with the Great Canadian Mysteries websites, which provide extensive access to primary documents, including Indigenous oral traditions and voices. For example, *Who Killed William Robinson*, examines the case of a black settler murdered on Salt Spring Island in 1868, for which a young Coast Salish man was tried, convicted and executed on dubious evidence. Students read transcripts of witness statements, including by Indigenous witnesses, as well as the broader cultures and context of settler colonialism at the time. They analyze and produce two in-class assessments of such sources to better develop their skills in handling primary sources, before developing an essay integrating several dozen primary sources to develop their own interpretation of the historical murder and trial.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

- Pedagogically, instructors of this course work to create an inclusive and caring community where all students are respected for who they are, feel safe and belong, and have opportunities to succeed in their own ways. Course expectations will be outlined to promote this goal. The class community will uphold an inclusive pronoun statement.

-Topically, the course provides extensive coverage of immigration, the experience of immigrants, and the influence of concepts of diversity, race/racism, and identity for Canadians.

- In class small-group activities and discussion groups will be utilized to enable each student to take an active role in shaping their learning. Discussion questions will be open-ended, often produced by the students themselves for their groups, allowing them to respond in their own ways.

-Offering low-stake written assignments early in the term provide the instructor with the opportunity to provide personalized feedback and set goals for their future assignments, based on the strengths and ability of each student.

-This course is always offered in both in-person and online formats each term, ensuring that students who find digital learning more comfortable and accessible are accommodated.

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

-N/A

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

-Costs for students can range from zero dollars, if using a free open-source text and digital readings via Blackboard, to about \$130 if faculty assign a published textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1976  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2029  
 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> HIST 102                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canada: 1867 to the Present<br><b>Course Short Title:</b> Canada: 1867 to the Present                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines settler-Indigenous relations and the political, social, cultural, and economic development of Canada after Confederation from diverse perspectives; these can include gender, social class, region, ethnicity/race, and the country's place in the world.                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> December 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



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

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

1. Identify key components in Canadian History, from 1867 to the present.
2. Debate themes and issues related to Canadian history in an inclusive and open-minded manner.
3. Identify the differences between primary and secondary sources.
4. Employ primary and secondary sources in historical analyses.
5. Articulate the relationship between the past and the present in the study of Canadian history.
6. Employ historical evidence in support of an argument.
7. Communicate in oral and written forms to diverse audiences.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Final exam:    | 25% | Assignments: | 20% | % |
| Quizzes/tests: | 20% | Project:     | 35% | % |

**Details:**

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

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

| Type        | Author or description    | Title and publication/access details                                             | Year |
|-------------|--------------------------|----------------------------------------------------------------------------------|------|
| 1. Textbook | Belshaw, John Douglas    | Canadian History: Post-Confederation BC Open Textbook Project (free open access) | 2016 |
| 2. Textbook | Bumstead, J.M.           | The Peoples of Canada: A Post-Confederation History, 4 <sup>th</sup> Edition     | 2014 |
| 3. Textbook | Blake, Raymond E. et al. | Conflict and Compromise: Post Confederation Canada.                              | 2017 |
| 4.          |                          |                                                                                  |      |

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

None

**Course Content and Topics**

- Introduction: "thinking like an historian" and Confederation re-cap
- Canada, Canadians, Indigenous peoples, and "others" at Confederation
- Centrifugal forces: Riel, Poundmaker, schools, South Africa
- Urban-Industrial Revolution, women suffrage and social reform, 1880-1914
- The Great War: at home and abroad
- The years between the wars: 1919-1939
- "The Good War"? World War II
- Becoming Canadian: 1945-1961
- Quiet revolutions? Quebec, Indigenous, and immigrant activism in the 1960s and '70s
- Canadianizing the constitution
- Neo-conservatism and neo-liberalism
- Canadians in the 1990s
- Beyond the Cold War: Canada and the world

**Memo for Course Changes**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Adrianna Bakos, HIST 121 course reviewer.

Date: March 8, 2023

**Subject: Proposal for revision of History 121**

*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 \(ILOs\)](#): LOs have been updated to align with our new Program Learning Outcomes (revised in 2022). The addition of LOs 1, 6, 7 and 8 speak specifically to our new PLOs about recognizing one's own biases and those of others, and engaging in discussion and debate in respectful, inclusive, and open-minded ways. These LOs also align with Institutional Learning Outcomes 6 and 8, which speak to the importance of self-reflection (ILO 6) and respectful, professional practice (ILO 8)
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No.**
5. Which program areas have been consulted about the change(s)? [Department of History](#)
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 \(UNDRIP\)](#). New material has been added to highlight Indigenous perspectives on first contact between Europe

and the Americas, in addition to the lesser-known experiences of Indigenous peoples IN Europe. The course is delivered in a classroom configuration deliberately created to foster learning amongst students and between students and instructor, which accords with the principle of reciprocity. For example, a number of assessments are collaborative (rather than competitive), where sharing of individual knowledge contributes to the success of the group. Additionally, following several of the First Peoples' Principles of Learning, assignments require reflection about oneself and one's relation to others both within the class, and to historical actors and events. (see discussion of LOs above).

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Classroom activities are designed to encourage lateral and collaborative learning, through such assignments as group quizzes. New course content and primary sources emphasize marginalized voices within early modern Europe, decentering socio-political elites where possible. Financial barriers for students are minimized by utilizing only those primary and secondary materials which can be accessed without additional charge, such as OERs or through the judicious selection of textbook chapters (pdfs available through Blackboard) that do not contravene copyright.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [N/A](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [Zero](#).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2029  
**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> HIST 121                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Europe 1600-1850: Kings, Philosophers, and Revolutionaries                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Europe 1600-1850                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces the period of European history between about 1550 and 1850. Focuses on the cultural and ideological shifts of the Reformation, the impact of exploration and colonization on European consciousness, the rise of the modern state, the role of gender, the Scientific Revolution, the Enlightenment, and the Industrial Revolution.                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>HIST 208, HIST 201</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>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify key events, individuals, and ideas in early modern European History to 1850.
2. Debate themes and issues related to the history of early modern Europe, in an inclusive and open-minded manner.
3. Describe the origins and outcomes of the Reformation.
4. Delineate the causes of the French Revolution, and its short- and long-term consequences for European politics and society.
5. Describe the transformations in the everyday lives of men and women between 1500 and 1850.
6. Articulate the relationship between the past and the present in the study of history.
7. Identify the differences between primary and secondary sources.
8. Communicate an argument, using historical evidence, in both oral and written form.

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

|                |     |              |     |                      |     |
|----------------|-----|--------------|-----|----------------------|-----|
| Final exam:    | 25% | Assignments: | 55% | Holistic assessment: | 10% |
| Quizzes/tests: | 10% |              | %   |                      | %   |

**Details:**

Assignments (55%): 20% in-class primary source analyses (graduated weighting of 4, 6 and 10 %); 15% short essay; 20% short essay. Holistic assessment consists of participation self-assessment.

**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        | Kamen, Henry                          | Early Modern European Society, 3 <sup>rd</sup> edition (available as an ebook through UFV library)                                                           | 2021 |
| 2. Online resource | Supplemental online primary documents | e.g., <i>The Elizabethan Poor Law of 1601</i> , Edwin Chadwick, <i>Report on the sanitary conditions of the labouring population of Great Britain</i> (1842) |      |
| 3.                 |                                       |                                                                                                                                                              |      |
| 4.                 |                                       |                                                                                                                                                              |      |
| 5.                 |                                       |                                                                                                                                                              |      |

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

None

**Course Content and Topics**

Module 1, 1550-1650:

- Economics and society: the social order
- Faith and ideas: the Reformation
- Politics and government: gender and rule

Module 2, 1650-1750:

- Economics and society: Europe encounters America
- Faith and ideas: a world between magic and mathematics
- Politics and government: absolutism and constitutionalism

Module 3, 1750-1815:

- Economics and society: the breakdown of the old order
- Faith and ideas: the Enlightenment
- Politics and government: the road to revolution (and back again)

Module 4, 1815-1850:

- Economics and society: the Industrial Revolution
- Faith and ideas: nineteenth century "isms"
- Politics and government: the road to revolution (and back again) redux

**Memo for Course Changes (HIST 313)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Chris Leach, HIST 313 course reviewer

Date: March 13, 2023

**Subject: Proposal for revision of HIST 313: War and Society in the Ancient and Medieval West**

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

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

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

2. Rationale for change: The course was scheduled for its six-year review. The calendar description was slightly changed to be more economical. Learning outcomes are now more precise in addressing the course content. Textbooks remain to provide context for the continually updated selection of free online academic articles.
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 \(ILOs\)](#): Learning outcomes have been made more precise with reference to course content. The general thrust of the course LOs, however, continue to respect both the program and institutional LOs by addressing the knowledge and skills associated with the discipline of history while putting those skills into a broader context of understanding how social and cultural forces influence the way communities fight. This begs questions about present-day societies and how social and cultural influences shape the organization and conduct of Western militaries (e.g., the role of women in the military or attitudes toward homosexuality).
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 \(UNDRIP\)](#). The course does not have explicit Indigenous content as it pertains to Turtle Island. However, a broader definition of Indigeneity could apply to the early development of warfare in both Greece and Rome and references are made to recent Indigenous warfare in New Guinea as a case study of clan or tribal-based conflict. As one would expect from an upper-level history course, First Nations Learning Principles such as engagement and conversation are central to the pedagogy applied to class sessions. Respectful discussion and debate allow students to share multiple perspectives and learn to respect one another's viewpoints. As noted below, the main assignment can be completed by writing historical fiction – story telling – with the purpose of allowing students to fill in the gaps that exist in the traditional written sources and for them to interact with the past in a more personal manner

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The main research project allows students the option of selecting their own topic and method of presentation including writing historical fiction. Historical fiction gives enormous latitude in terms of what “voice” the students adopt. Despite its very male-dominated narratives, military history is wholistic in its consideration of society and students can use that broad scope to consider the role of gender, ethnicity, and/or social class in the shaping of warfare.
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.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Both textbooks are available through the ebrary but if students prefer to buy the texts the cost would be approximately \$90.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2007  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2029  
**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> HIST 313                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> War and Society in the Ancient and Medieval West                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> War in Ancient & Medieval West                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Examines the development of warfare in the ancient and medieval West. Considers technical and tactical innovations as they pertain to land and sea warfare, and emphasizes how war was shaped by social, cultural, and political contexts.                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 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:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |



**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. Analyze key components in European military history from Antiquity to the Middle Ages with particular emphasis placed on the varied relationship between warfare and socio-political developments across the period and region studied.
2. Debate themes and issues related to the development of warfare as a cultural and professional pursuit.
3. Articulate historical debates on the subject and the interdisciplinary methods used to resolve them in a context of limited written records.
4. Explain the importance of context, evidence, perspective, and research in the study of history, with a particular emphasis on the problem of source availability and interpretation for premodern subject matter.
5. Employ multiple sources, both primary and secondary in support of an historical argument.
6. Write using historical conventions and consciousness while recognizing the interdisciplinary nature of pre-modern research.

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

|             |     |              |     |   |
|-------------|-----|--------------|-----|---|
| Final exam: | 25% | Assignments: | 75% | % |
|             | %   |              | %   | % |

**Details:**

Assignments (75%): 10% summary of sources that address the problems of doing pre-modern military history; 25% book review; 40% main research paper (with proposal): this can be submitted as a work of historical fiction with an attached commentary on the historical context and sources used, or as a standard research paper.

**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 | Nicholson, Helen      | Medieval Warfare                     | 2003 |
| 2. Textbook | Lendon, J.E.          | Soldiers and Ghosts                  | 2006 |
| 3. Article  | Various               | Current online academic articles     |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

None

**Course Content and Topics**

- Course introduction: what is military history?
- The meaning of "war" and its origins; problems with sources
- The chariot and near eastern warfare to the Persians
- The warring city states: warfare in archaic and classical Greece
- The Macedonians and the Hellenistic period
- Rome: the evolution of the Roman Army – from clans to cohort
- Rome: the social and economic origins of the Legions – from citizen to professional
- The "barbarization" of the Empire or the Romanization of the Germans? Influences on the post-Roman West
- Who fought in the Middle Ages?
- The "feudal system" and the triumph of the knight: myths and realities
- Siege warfare and innovation in war technologies: engineering and firepower
- Infantry resurgent: the re-discovery of discipline
- France and the state: the first "modern" army?

**Memo for Course Changes**

To: Linda Pardy, College of the Arts Curriculum Committee Chair

From: Alan Cameron, Department Head, Modern Languages

Date: October 24, 2023

**Subject: Proposal for Discontinuation of FREN 331**

*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: **FREN 331 was last reviewed September 2013 and was last offered in MAY 2016. It is being discontinued as part of curriculum housekeeping.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? **NA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **NA**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **NA**



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: FREN 331, MODERN LANGUAGES, COLLEGE OF

**Date:** ARTS, NOVEMBER 21, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed discontinuation of the course FREN 331, and I approve the discontinuation of this course.

Thank you,

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

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

**Memo for Course Changes**

To: UEC

From: Dr. Khyati Shetty, Director, School of Business and Dr. Saeed Rahman

Date: October 31, 2023

Subject: **Proposal for revision of BUS 400 - Business, Society, and Nature**

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

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

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

**2. Rationale for change:**

The current OCO, last updated in September 2013, requires an essential update to better align with the evolving landscape of business, ethics, and sustainability. This revision ensures alignment with the strategic goals of the School of Business, meets UN PRME expectations (see School of Business - UFV, n.d.), and follows recommendations from the EFMD program accreditation committee (see EFMD Accredited Programmes, n.d.). As part of this process, we have reviewed comparable courses from other institutions in BC, such as COM362 - Business and Sustainability at UVic and BUS 489 - Management Practices for Sustainability at SFU, to ensure that our OCO remains current and on par with standards. In what follows, we highlight several compelling reasons driving these proposed revisions.

**The Course Title.** We propose renaming the course to 'Business, Society, and Nature.' This change aligns with recent events. For instance, the COVID-19 pandemic has shown us how everything in our world is closely connected. It disrupted how businesses operate, especially in supplying essentials like food and energy. It also highlighted how businesses, governments, and local communities depend on each other. Furthermore, it made us realize that taking care of the natural environment, like preventing air, water, and soil pollution, is crucial for businesses (see Sheth, 2020). Scholarly views support this idea. Researchers have demonstrated that the problems we encounter today aren't separate issues; they arise from the connections between business, society, and nature (see Marcus, Kurucz, & Colbert, 2010). To address these complex issues effectively, students need a systemic understanding of these interconnected areas. Moreover, in today's globalized world, it is important that students reflect upon the intricate relationships between these elements. The updated OCO aims to foster a deeper appreciation of how businesses operate within the broader social and ecological systems (see Rahman, Slawinski, & Winn, 2022). Further, renaming the course to 'Business, Society, and Nature' reflects the

School of Business's commitment to preparing its students for a world where making informed decisions carries significant consequences for a sustainable future.

**The Calendar Description.** The revised calendar description reflects the changes in the LOs and the course content. It highlights how businesses engage with broader social and ecological systems, emphasizing complex organizational challenges and addressing critical topics. Furthermore, the calendar description aligns with the updated course title, strengthening the course's commitment to preparing students with the knowledge and skills needed to excel in a rapidly evolving business landscape.

**The Learning Outcomes (LOs).** The updated LOs align the course content with the latest industry trends and emphasize ethical business practices, sustainability, and corporate social responsibility (Crane et al., 2019). Moreover, climate change, with events like heatwaves, floods, and droughts, significantly impacts our local community, touching various sectors. The Fraser Valley, an important farming region, experiences these climate shifts that influence crop yields, water access, and food security (Perez et al., 2015). Decisions made in our region also resonate globally, impacting the interconnected food system. The rising food prices, partly due to climate-related issues, carry substantial economic and ethical weight that students need to understand. This revised OCO emphasizes the importance of ethical business practices in addressing sustainability, climate change, and more, which are essential for students shaping regional economic, social, and environmental policies. The revised LOs not only prepare students to navigate complex organizational challenges but also incorporate crucial topics such as climate change, corporate governance, Indigenous rights, and community relations. These changes ensure students are well-equipped to address global challenges and promote sustainable development, in alignment with the United Nations' 17 Sustainable Development Goals (UN SDGs).

**Incorporating Indigenous Approaches and Worldviews.** The proposed changes in the OCO emphasize the inclusion of Indigenous approaches, methods, and worldviews, primarily in LO1, LO3, and LO7. For instance, LO1 focuses on understanding how business, society, and nature are interconnected. By incorporating Indigenous methods and perspectives, students will gain a holistic view of these connections, which are often rooted in sustainable and ethical practices. In LO3, students will assess how businesses can work together with Indigenous communities to address various challenges, showing respect and understanding of Indigenous perspectives. Additionally, LO7 highlights the effectiveness of partnerships between businesses and Indigenous groups in solving contemporary social problems, integrating Indigenous methods and worldviews where relevant (see Lertzman & Vredenburg, 2005). These changes promote a more comprehensive understanding of the course material, respect for Indigenous ways of knowing, and an inclusive learning environment. More details on Indigenization are provided in the response to question 6.

**The Assessment Methods.** With the revised OCO, we aimed to put more focus on practical learning through assignments, quizzes, case analyses, and projects. These activities aren't just about learning theories; they're about developing the skills students need to make good decisions and solve real problems in the business world. Additionally, we've emphasized the importance of businesses working together with communities, including those owned by minorities, women, and Indigenous groups. This helps students better understand how businesses can play a role in addressing important social issues.

**Removal of the Pre-req, BUS 261 - Business Law.** In our revised OCO, we propose removing the previous pre-req, BUS 261 - Business Law. This change reflects our commitment to creating a more interdisciplinary and inclusive course, appealing to a wider range of students. To achieve this, we suggest a pre-requisite of 60 credits, including successful completion of BUS 100 or an equivalent course like AGRI142. This adjustment opens the course to students from different academic backgrounds, including those in programs like BBA Ag and Bachelor of Environmental Studies who may not be familiar with business law concepts. Our primary goal is to establish an inclusive learning environment that values diverse student backgrounds and enriches the class with various perspectives and experiences.

Overall, the revised OCO is in line with UFV's commitment to nurturing graduates who not only excel in their fields but also act as responsible stewards of our region's natural resources. This revision represents an important step in providing students with a current and comprehensive education in business ethics, sustainability, and social responsibility. These changes ensure the ongoing relevance of our program, equipping our graduates with the knowledge and skills needed to thrive in a constantly evolving business landscape.

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

The revised LOs of the course align with all six PLOs of the BBA program. First, the proposed changes align with PLO1, allowing students to apply their business knowledge and skills creatively and analytically to address complex challenges involving business, society, and nature. Next, the updated OCO encourages critical thinking, diverse perspectives, and solving complex problems related to sustainability and business ethics, in line with PLO2's focus on embracing complexity. Furthermore, the outcomes require students to apply data analysis skills for evidence-based decisions while considering ethical reasoning and sustainability, aligning with PLO3. The updated learning outcomes also emphasize collaborative leadership and effective communication skills, enabling students to build competence in proficiently working within diverse teams, leading them, and professionally communicating through various mediums, closely aligning with PLO4. They also place a strong focus on ethical considerations, enabling students to think about ethical issues related to personal and corporate social responsibilities, aligning with PLO5. Finally, by addressing global challenges and interconnectedness, these outcomes prepare students to navigate the complexities of the global economy and adapt business practices to diverse cultural contexts, closely aligning with PLO6's focus on international aspects.

Second, the revised LOs exhibit alignment with various ILOs. For instance, LO1 aligns with ILO 1's emphasis on information competency and the ability to gather and critically assess information, considering diverse viewpoints. Next, LO2 aligns with ILO 2's focus on critical and imaginative analysis, promoting critical thinking, creativity, and respect for multiple perspectives. Further, LO3 aligns with ILO 3's emphasis on effective application of knowledge and skills within the context of ethical business practices and sustainability. In addition, LO4 aligns with ILO 4's principle of encouraging students to initiate inquiries, propose solutions, and evaluate their merits. Next, LO5 aligns with ILO 6's focus on international aspects and preparing students to navigate the complexities of the global economy. Finally, LO7 aligns with ILO 9's focus on addressing global challenges and preparing students to contribute positively to regional and global communities.

**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)?**

The change has been consulted with the School of Business, which will be responsible for offering BUS400. Additionally, it has been discussed with the Dean of the Faculty of Business & Computing, who is currently leading the effort to revamp the BBA – Ag program.

**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 \(UNDRIP\)](#).**

Several dimensions of the course content, woven into the suggested course modules, align with UFV's commitment to *Indigenizing Our Academy* as outlined in UFV's strategic Indigenization plan and related policies. The course contents incorporate elements that reflect Indigenous knowledge and values in various ways. In Module 1, the revised OCO incorporates Indigenous stakeholder engagement

approaches. This integration explores how Indigenous communities interact with various stakeholders, including business, government, and civil society organizations, recognizing the valuable Indigenous perspectives within business and society. It respects and promotes Indigenous ways of knowing. In Module 4, the course explores sustainable development and ecological trends. It emphasizes Indigenous ways of knowing and their contributions to sustainability, aligning with UFV's dedication to recognizing and respecting Indigenous knowledge systems.

Second, the course's emphasis on collaborative partnerships between businesses and communities aligns with UFV's aim to encourage respectful and equitable collaborations with Indigenous communities, as articulated in the university's policies and strategic directions. Moreover, the course acknowledges the traditional Indigenous territory, demonstrating respect for Indigenous history and presence in the region, as outlined in UFV's policies. These foundational elements offer students an opportunity to engage with Indigenous ways of knowing within the context of business, society, and sustainability. The course draws heavily from journal articles, case studies, and other resources on Indigenous business and entrepreneurship available at the UFV Library (refer to ["Weaving Knowledge Systems Resource Materials"](#) created by Lorna Andrews). Therefore, the revised OCO aligns with UFV's overarching mission of Indigenousizing the academy and fostering a more inclusive and culturally aware educational experience for our students.

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

To ensure that the revised OCO reflects principles of equity, diversity, and inclusion, several strategies have been integrated into the course design, topic selection, curriculum delivery, and other methods. First, the course content has been carefully curated to incorporate diverse perspectives on business ethics, sustainability, and social responsibility. This includes not only Western modernist ethical theories but also contemporary ethical viewpoints and Indigenous ethical perspectives. By acknowledging and exploring this diversity of thought, the course promotes an inclusive environment that recognizes the richness of different ethical traditions.

Second, the curriculum acknowledges the crucial role of Indigenous knowledge systems in addressing complex ethical and sustainability challenges. This inclusion respects and values the contributions of Indigenous peoples, creating a valuable opportunity for students to gain insights from diverse cultural perspectives. Third, the course includes a focus on collaborative partnerships between businesses and communities, including minority, women, and Indigenous community-owned enterprises. This emphasis on real-world collaborations showcases the practical application of ethical and sustainable business practices, demonstrating how businesses can engage with diverse communities for mutual benefit.

Fourth, the course employs a variety of teaching methods, including lectures, case studies, group projects, and guest presentations, with a strong emphasis on fostering open dialogue and inclusive discussions. Aligned with the Indigenous pedagogical focus on experiential learning (see BCCampus, n.d.), the primary goal during course delivery is to create a nurturing and respectful learning environment where students feel comfortable expressing a wide range of perspectives. This approach actively promotes inclusivity and cultivates a culture of respect for differing opinions. Furthermore, the course design promotes inclusivity by welcoming students from diverse academic backgrounds who have completed a minimum of 60 university-level credits, including BUS100 or AGRI142. Additionally, in the assignment design, students are given choices for completing certain assignments, such as selecting between written or oral presentations. This flexibility empowers students to choose the method that best suits their unique learning styles, supporting their individualized educational journeys.

Finally, three of the learning outcomes including LO2, LO4 and LO8 relate directly to the topics of equity, diversity, and inclusion. LO2 prompts students to explore the ethical responsibilities of businesses in a diverse and inclusive society. LO4 focuses on applying ethical reasoning methods to address ethical dilemmas, including those related to equity and diversity. Finally, LO8 encourages



students to utilize tools and solutions to address environmental and social challenges, with a consideration of promoting fairness and inclusivity in organizational initiatives. These outcomes directly engage with equity, diversity, and inclusion principles within the context of business ethics and sustainability.

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

#### References

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<https://www.efmdglobal.org/accreditations/business-schools/efmd-accredited/efmd-accredited-programmes/>
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- Rahman, S., Slawinski, N., & Winn, M. (May 23, 2022). How Ecological Knowledge Can Catalyze System-Level Change: Lessons from Agriculture & Beyond. *Amplify*, vol. 35, no. 5, 2022. [https://www.cutter.com/sites/default/files/Amplify/2022/amp2205\\_0.pdf](https://www.cutter.com/sites/default/files/Amplify/2022/amp2205_0.pdf)
- Sheth, J. (2020). Business of business is more than business: Managing during the Covid crisis. *Industrial Marketing Management*, 88, 261-264.
- University of the Fraser Valley. (n.d.). *School of Business - University of the Fraser Valley. UN Principles for Responsible Management Education (PRME)*. <https://www.unprme.org/school-of-business-university-of-the-fraser-valley/>



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2029  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 400                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Business, Society, and Nature<br><b>Course Short Title:</b> Business, Society & Nature                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores how businesses are embedded within social and ecological systems. Provides students with an analysis of complex organizational challenges. Topics like climate change, corporate governance, Indigenous peoples' rights, Indigenous worldviews, and business-community relations intertwine. Students foster a global sustainability mindset, learning frameworks and tools to enhance social and ecological resilience in changing times. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | BUS 261 or (60 university-level credits including BUS 100 or AGRI 142). Note: As of January 2025, prerequisites will change to 60 university-level credits including BUS 100 or AGRI 142.                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 7, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> December 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

- LO 1. Explore the interconnected and interactive system involving business, society, and nature, drawing on Indigenous methods and perspectives.
- LO 2. Explore the key arguments for and concerns about a business's moral, ethical and social responsibilities, considering the impact of Indigenous worldviews.
- LO 3. Evaluate how businesses can establish collaborative relationships with governments, civil society groups, and Indigenous communities to address local or global social and environmental challenges, while respecting and integrating Indigenous perspectives and approaches
- LO 4. Apply Western modernist, contemporary, and Indigenous ethical approaches to analyze ethical problems in business.
- LO 5. Reflect upon the steps businesses can take locally and globally to tackle climate change, loss of biodiversity and other common environmental issues and promote sustainable development.
- LO 6. Demonstrate how effective sustainability practices can help businesses gain a competitive advantage within the markets they operate.
- LO 7. Evaluate the effectiveness of partnerships between businesses and communities, including Indigenous peoples, with a focus on enhancing community well-being through the incorporation of Indigenous methods and worldviews when relevant.
- LO 8. Utilize tools to find solutions that address significant challenges faced by organizations when dealing with environmental and social issues.

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

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

**Details:** 10% of the assignments grade will be derived from active participation, which may include contributions to class discussions, written discussions (on Blackboard Discussion Board), group work, or presentations. The remaining 30% will be based on the completion of assignments, such as case analysis.

**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.)*

Format of the course includes lectures, case studies, presentations, group research projects, and guest lecturers.

**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        | Lawrence, A.T., Weber, J., Hill, V. D., & Wasieleski, D.M.                                      | Business and Society: Stakeholders, Ethics, Public Policy. McGraw Hill                                                                                                                                                                                                                                      | Current edition |
| 2. Online resource | Business cases on Indigenous businesses and entrepreneurs across Canada. Cape Breton University | <a href="https://www.cbu.ca/indigenous-affairs/purdy-crawford-chair-in-aboriginal-business-studies/teaching-resources/">https://www.cbu.ca/indigenous-affairs/purdy-crawford-chair-in-aboriginal-business-studies/teaching-resources/</a>                                                                   |                 |
| 3. Online resource | United Nations' 17 Sustainable Development Goals (SDGs)                                         | <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>                                                                                                                                                                                                                                           |                 |
| 4. Online resource | OECD Guidelines for Multinational Enterprises on Responsible Business Conduct                   | <a href="https://www.oecd-ilibrary.org/finance-and-investment/oecd-guidelines-for-multinational-enterprises-on-responsible-business-conduct_81f92357-en">https://www.oecd-ilibrary.org/finance-and-investment/oecd-guidelines-for-multinational-enterprises-on-responsible-business-conduct_81f92357-en</a> |                 |

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

Module One: The Corporation and Its Stakeholders

- Business, society, and nature – a systems perspective
- The stakeholder theory of the firm
- Indigenous methods and perspective to stakeholder engagement
- Incorporating land acknowledgements into business
- Assignment, in-class and written discussions (LO1, 7, 8)

Module Two: Corporate Social Responsibility (CSR) and Corporate Citizenship (CC)

- Balancing economic, legal, ethical and philanthropic responsibilities
- Management systems for CSR and CC
- Assessing and reporting CSR performance
- Quiz, assignment, in-class and written discussions (LO2, 3, 4)

**Module Three: Business Ethics and Ethical Reasoning**

- Why business should be ethical from a practical and normative perspective
- Western modernist vs. contemporary ethical theories vs. Indigenous ethical perspectives and priorities
- Business ethics across organizational functions
- Quiz, assignment, in-class and written discussions (LO2, 4, 5)

**Module Four: Sustainable Development and Global Business**

- Planetary boundaries, the Anthropocene, and the UN SDGs
- Indigenous ways of knowing and sustainable development
- Business and ecological trends including climate change, threats to marine ecosystems and decline of biodiversity
- Quiz, in-class and written discussions (LO3, 5, 6, 7, 8)
- Case analysis (LO7, 8)

**Module Five: Managing for Sustainability**

- Ecological principles of corporate sustainability
- Climate change, environmental justice, and Indigenous knowledge
- Alternative types of organizing for corporate sustainability, including cooperatives, social business, and B corps
- Incorporating ESG (Environmental, social, and governance) factors into investment and innovation decisions
- Quiz, assignment, in-class and written discussions (LO1, 2, 3, 5, 6, 7, 8)

**Module Six: Shareholder Rights and Corporate Governance**

- Ethical issues in corporate governance
- The role of the board of directors in protecting the interests of investors and other stakeholders
- Shareholding for sustainability
- Quiz, in-class and written discussions (LO2, 4, 6)

**Module Seven: Business and its Suppliers**

- Examine the social, ethical and environmental issues that arise in Global supply chains
- The ethical challenges of global production networks and impact on local, Indigenous businesses
- Labor rights in global supply chains, ethical sourcing, and Fairtrade
- In-class and written discussions (LO7, 8)
- Group project (LO6, 7, 8)

**Module Eight: Business - Community Relationships**

- Ethical issues in the relationship between business and communities, including Indigenous peoples and communities
- Benefits of collaborative partnerships between business and communities
- Minority, women, and Indigenous community - owned enterprises
- Final exam (LO4, 5, 6, 8)

**Memo for Program Changes**

To: UEC

From: Dr. Chris Schinckus, Dean, Faculty of Business and Computing

Date: 29/9/2023

**Subject: Business Administration (Aviation) Diploma**

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 the most recent program review for our Aviation courses, several recommendations were put forth to enhance the quality and relevance of our curriculum. Consequently, to align with the insights garnered from the program review, we propose the following modifications to our Aviation programs. These changes not only address the feedback received but also aim to position our courses at the forefront of aviation education, ensuring that our students are well-equipped to meet the dynamic challenges of the aviation industry. The Business Administration (Aviation) diploma is being updated with increased recognition for Aviation training, as well as streamlining course requirements and recognizing the need for flexibility of course selection.

Changes are being made to solve some issues:

- The current program had prerequisites for admission not include in the program. This has now been corrected.
- Added flexibility in course selection in terms of EDI for students to pursue personal and professional interests.
- Increased awarded credit for Transport Canada licenses and ratings to reflect the rigour and academic value of the training.

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

Learning outcomes have not changed. There are now more options to meet those outcomes.

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

Indigenous ways of knowing will be included in all required and elective courses in the Business Administration (Aviation) diploma.

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

No additional resources required.

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 be recognized with additional Aviation credit which will allow them to have a manageable academic course load at UFV while they complete their UFV academic and external aviation training.

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?

The total number of credits required is decreasing from 61 to 60. The credit for Aviation training is increasing so the total number of UFV-delivered courses is being reduced. Our analysis of the existing Transport Canada Pilot licenses revealed that the skills and knowledge imparted during the pilot training are highly specialized and rigorous. Therefore, we propose an increase in the credit recognition for these licenses to better reflect the depth and breadth of the training. To accommodate the extension of credits for pilot training, we have identified a set of courses that can be removed from the program. These courses were found to have overlapping content with the pilot training, thereby creating redundancies. Consequently, the required courses have changed to accommodate more flexibility to meet graduation requirements.

The proposed changes have been thoroughly reviewed and accepted by the Undergraduate Education Committee (UEC) confirming the academic quality of the revised program.

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

No available resources will be used to accommodate the program changes. Departments outside of the School of Business (CMNS, ENGL, PHYS, ECON) have been consulted.

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.

- Change of requiring both of ECON 100 and 101 to one of ECON 100 or 101;
- Removal of STATS 106 as a required class;
- Change of requiring both of ENGL 105 and CMNS 125 to one of ENGL 105 or CMNS 125;
- Change of requiring both of BUS 247 and 249 to one of BUS 247 or 249;
- Removing the BUS-specific elective requirement to add an elective requirement reflecting EDI principles (see list in the attachment).

| Before the credit extension | After the credit extension                                                                                                                                                                                                                                                                                   |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECON 100 and ECON101        | ECON 100 OR ECON101<br><br>We acknowledge the importance of an ECON course in the program, but we need to create space in the program for the increase of credits. One ECON course for the program is sufficient.                                                                                            |
| STAT 106                    | Though this course is insightful, it isn't directly aligned with the core requirements for a Diploma in AV – This course is still a required course in our BBA in Aviation for pilots.                                                                                                                       |
| ENGL 105 and CMNS 125       | ENGL 105 or CMNS 125<br><br>This is part of valuing the training and evaluations set by Transport Canada where students are consistently exposed to scenarios that challenge and develop their linguistic abilities and interpersonal communication.                                                         |
| BUS 247 and 249             | BUS 247 OR BUS 249<br><br>We acknowledge the importance of BUS 247 or BUS 249 courses in the program, but we need to create space in the program for the increase of credits. One BUS course related to financial investment is enough for the Diploma in Aviation is sufficient.                            |
| BUS-specific elective       | Elective requirement reflecting EDI principles.<br><br>Given the dynamic nature of the aviation industry, a rigid curriculum can quickly become outdated. The elective approach ensures that the program remains relevant, as students can choose courses that align with current industry needs and trends. |

## **Business Administration (Aviation) diploma**

~~The two-year Business Administration (Aviation) diploma program prepares graduates for a career within the aviation industry by developing core business skills including accounting, communications, human resources, marketing, and management and combining them with advanced training in aviation. Five courses (maximum 15 credits) from the Business Administration diploma program are replaced with aviation training upon presentation of the following Transport Canada approved aviation credentials: Private Pilot's licence, Instrument Rating, Commercial Pilot's Licence, and Multi Engine Rating or Instructor Rating. The cost of acquiring the aviation credentials is the responsibility of the student.~~

Business Administration (Aviation) diploma program recognizes Transport Canada approved aviation licences to meet a portion of the program requirements. The two-year Business Administration (Aviation) diploma program prepares graduates for a career within the aviation industry by developing core business skills including accounting, communications, human resources, marketing, and management and combining them with advanced training in aviation.

The cost of acquiring the Transport Canada licences is the responsibility of the student.

### **Entrance requirements**

#### **Option 1: Secondary school**

1. B.C. secondary school graduation or equivalent.
2. English Studies 12 or English First Peoples 12 (or equivalent) with a C+ or better.
3. One of the following (see Note):
  - Pre-calculus 11 or Calculus 12 with a C+ or better
  - Principles of Mathematics 11 or Pre-calculus 12 with a C or better
  - Principles of Mathematics 12

Note: Students without one of these mathematics courses may present the prerequisite for MATH 140 instead.

- ~~2. Prerequisites for MATH 140.~~
- ~~3-4. Prerequisites for ENGL 105.~~
- ~~4. Prerequisites for PHYS 101.~~

#### **Option 2: Transfer applicants University entrance (for applicants who have completed at least nine post-secondary credits at a recognized institution)**

Completion of at least 15 university-level credits with a CGPA of 2.00 or better based on all university-level credits attempted.

Note: Applicants without the high school courses (or equivalents) in Option 1 may need to take courses in addition to those in the program requirements.



- ~~At least nine transferable credits at a recognized post-secondary institution with a minimum CGPA of 2.00 based on all university level credits attempted.~~
- ~~Prerequisites for MATH 140.~~
- ~~Prerequisites for ENGL 105.~~
- ~~Prerequisites for PHYS 101.~~

~~Students who do not meet these requirements might consider Qualifying Studies.~~

## **When to apply**

Applications are accepted for entrance to the Fall, ~~and~~ Winter, ~~and~~ Summer semesters. For application deadlines, see [Specific intake application process](#).

## **How to apply**

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).

### **Additional documents required for a complete application:**

- o Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

## **Basis for admission decision**

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

## **Fees and additional costs**

The costs of acquiring the ~~aviation credentials and flying lessons~~ [Transport Canada licences](#) are in addition to UFV fees paid and are the responsibility of the student. See the [Fees and Other Costs](#) section for information on UFV assessed fees.

## **Program duration**

The Business Administration (Aviation) diploma program is normally completed within two years of study ~~consisting of 61 credits~~. It can also be completed on a part time basis.

Total number of academic credits awarded for Transport Canada licences is a maximum of 30 credits if conditions met – see Note 1.

## Location

Academic courses may be held on all UFV campuses, including Abbotsford, ~~Mission~~, and Chilliwack.

## Program outline

### Flight Training

30 credits will be applied in recognition of Transport Canada approved aviation licences:

- Private Pilot's licence (PPL) (6 credits)
- Commercial Pilot's Licence (CPL) (24 credits)

Please note: The cost of acquiring the aviation licenses is the responsibility of the student and not included in the academic program requirements listed below.

### First year

| Course                 | Title                                                                | Credits               |
|------------------------|----------------------------------------------------------------------|-----------------------|
| BUS 100                | Introduction to Business                                             | 3                     |
| BUS 120                | Essentials of Marketing                                              | 3                     |
| BUS 145                | Introductory Financial Accounting (see Note <del>4</del> <u>2</u> )  | 3                     |
| CMNS 125               | Communicating Professionally to Academic and Workplace Audiences     | 3                     |
| <del>or</del> ENGL 105 | <u>Academic Writing</u>                                              | <del>3</del> <u>3</u> |
| ECON 100               | Principles of Microeconomics                                         | 3                     |
| <del>or</del> ECON 101 | Principles of Macroeconomics                                         | <del>3</del> <u>3</u> |
| <del>ENGL 105</del>    | <del>Academic Writing</del>                                          | <del>3</del> <u>3</u> |
| MATH 140               | Algebra and Functions for Business (see Note <u>2</u> <del>1</del> ) | <u>0</u> -3           |
| <del>or</del>          | <u>Prerequisite for MATH 141</u>                                     |                       |
| <del>STAT 106</del>    | <del>Statistics I</del>                                              | 4                     |

### Second year

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|                       |                                                                                 |              |
|-----------------------|---------------------------------------------------------------------------------|--------------|
| <u>Elective</u>       | <u>University-level elective (100 level or higher) other than AV</u>            | <u>3</u>     |
| BUS 201               | Human Resource Management                                                       | 3            |
| BUS 203               | Organizational Behaviour                                                        | 3            |
| BUS 247               | Introductory Management Accounting                                              | 3            |
| <del>or BUS 249</del> | <del>Introduction to Finance</del>                                              | <del>3</del> |
| BUS 261               | Business Law                                                                    | 3            |
| <del>Plus:</del>      | <del>One additional BUS course, MATH 111, or MATH 141 (see Notes 1 and 2)</del> | <del>3</del> |

Note 1: Students planning to continue to the BBA (Aviation) should take MATH 141. Students with the prerequisite for MATH 141 are not required to complete MATH 140.

Note ~~1~~2: BUS 143 and BUS 144 may be ~~taken used~~ in place of BUS 145 ~~and one business elective, which will increase the total number of required credits by 3 credits.~~

Note 2: Students planning to continue on to the BBA (Aviation) should take MATH 111 or MATH 141.

Students who have completed college or university courses similar to those listed above may be able to transfer credits. See the [Transfer credit](#) section of the calendar.

## Co-operative Education option

The Co-operative Education option offers students in the Business Administration (Aviation) diploma program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. Pilot positions are not included in Co-op employment opportunities. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the [Co-operative Education](#) section for more details.

## Program continuance

Program continuance and probation are governed by UFV's [Undergraduate Continuance policy \(92\)](#). Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar.

## Course repetition

See UFV's [Course Repeat policy \(86\)](#).

## **Readmission**

Students who have been required to withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

### **Appeals for readmission**

Students who are required to withdraw from the program must submit an appeal for readmission if they wish to resume studies in the program.

In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work, or to repeat a similar amount of academic work taken previously, in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester applied for. Readmission is not automatic.

## **Residency**

Students must complete at least 25% of the credits required at UFV.

A minimum of 5 BUS courses must be completed at UFV.

## **Graduation requirements**

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with an ~~Academic~~ School of Business Advisor. To be eligible to graduate, students must achieve a minimum program GPA (PGPA) of 2.00 on all courses applied to program completion as well as a 2.00 cumulative GPA (CGPA) ~~applicable toward the diploma program.~~

Students must also complete approved Transport Canada licences: Private Pilot Licence and Commercial Pilot Licence.

~~Students must also complete the following Transport Canada approved aviation credentials: Private Pilot's licence, Instrument Rating, Commercial Pilot's Licence, and Multi-Engine Rating or Instructor Rating.~~

~~Students must apply for graduation in the first month of their final semester. Visit the Graduation webpage for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.~~

## **Maximum length of time to complete program**

~~Students are allowed up to seven consecutive years to complete program requirements.~~

Students are allowed up to seven years to complete the Business Administration (Aviation) diploma from the time of admission to the program.

### **IATRA examination**

Students pursuing a career in aviation as a pilot should also complete Type Rating for Two Crew Aeroplane (IATRA). This is a written examination that entitles the holder of a Commercial Pilot Licence to act as co-pilot of a multi-crew aircraft. Although not a license or a rating on its own, without completion of this exam the holder of a Commercial Pilot Licence is restricted to operating single-pilot aircraft only.

### **Course listings**

For complete details on courses see the [course descriptions](#) section.

**Memo for Program Changes**

To: UEC

From: Dr. Chris Schinckus, Dean, Faculty of Business and Computing

Date: 29/9/2023

**Subject: Bachelor of Business Administration (Aviation) degree**

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 the most recent program review for our Aviation courses, several recommendations were put forth to enhance the quality and relevance of our curriculum. Consequently, to align with the insights garnered from the program review, we propose the following modifications to our Aviation programs. These changes not only address the feedback received but also aim to position our courses at the forefront of aviation education, ensuring that our students are well-equipped to meet the dynamic challenges of the aviation industry. The BBA (Aviation) is being updated with increased recognition for Aviation training, as well as streamlining course requirements and recognizing the need for flexibility of course selection. Changes reflect a re-organized program since our recent 2022 program review and the [Dean's response to the program review](#).

Changes are being made to solve the following issues:

- Increased credit awarded for Transport Canada licenses and ratings to reflect the rigour and academic value of the training.
- Added flexibility in course selection in terms of EDI for students to pursue personal and professional interests.
- Updated language in Co-op section.
- Updated to include ability to declare majors in Business and minors and extended minors in and outside of Business at UFV.
- Increased flexibility to meet 2<sup>nd</sup> language requirement.

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

Learning outcomes have not changed. There are now more options to meet those outcomes.

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

Indigenous ways of knowing will be included in the courses in this program in BUS courses and also in elective options we are identifying as EDI. Aviation organizations in Canada outside of the large southern cities are largely focused on serving the transportation needs of Indigenous communities. Most of the northern aviation operators in Canada are owned fully or through joint ventures by First Nations. Operators such as Canadian North, Air Inuit, First Air, Air Creebec and Air North are examples Indigenous-owned aviation operations. Both BUS 462 and BUS 464 are being amended to include Indigenous aviation history and Indigenous ways of learning.

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

No additional resources required.

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

There are currently 64 BBA (Aviation) students (as of Sept.29, 2023). An increase in credit for Transport Canada licenses and rating is a better balance of study for students to have a manageable academic course load at UFV while they complete their UFV external aviation training. The change is expected to increase enrollment in the program by 20%.

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?

The total credits required is not changing. The credit for Aviation training is increasing, therefore the total number of courses is being reduced. Our analysis of the existing Transport Canada Pilot licenses revealed that the skills and knowledge imparted during the pilot training are highly specialized and rigorous. Therefore, we propose an increase in the credit recognition for these licenses to better reflect the depth and breadth of the training. To accommodate the extension of credits for pilot training, we have identified a set of courses that can be removed from the program. These courses were found to have overlapping content with the pilot training, thereby creating redundancies. Consequently, the required courses have changed to accommodate more flexibility to meet graduation requirements.

The proposed changes have been thoroughly reviewed and accepted by the Undergraduate Education Committee (UEC) confirming the academic quality of the revised program.

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.)

No available resources will be used to accommodate the program changes. Departments outside of the School of Business (CMNS, ENGL, PHYS, ECON) have been consulted.

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.

- Memo from the Dean of Arts (STATS, ECON, CMNS, ENGL);
- Memo from the Dean of Science (PHYS);
- Change of requiring both of ECON 100 and 101 to one of ECON 100 or 101;
- Removal of ECON 307 as a required class;
- Removal of PHYS 101 removed as a required class;
- Change of requiring both of ENGL 105 and CMNS 125 to one of ENGL or CMNS elective (100-499).

The table below provides a succinct summary of the changes:

| Before the credit extension | After the credit extension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECON 100 and ECON101        | ECON 100 OR ECON101<br><br>We acknowledge the importance of an ECON course in the program, but we need to create space in the program for the increase of credits. One ECON course for the program is sufficient.                                                                                                                                                                                                                                                                                                                                                                                        |
| ECON 307                    | This course focuses on Managerial Economics -Though this course is insightful, it isn't directly aligned with the core requirements of a BBA in Aviation for pilots.                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| PHYS 101                    | This decision is based on a detailed analysis that revealed a significant overlap between the content covered in PHYS 101 and the training provided by Transport Canada for both commercial and private pilot licenses that cover the foundational principles of physics that are essential for aviation.                                                                                                                                                                                                                                                                                                |
| ENGL 105 and CMNS 125       | ENGL or CMNS elective (100-499).<br><br>This is part of valuing the training and evaluations set by Transport Canada where students are consistently exposed to scenarios that challenge and develop their linguistic abilities and interpersonal communication.<br><br>The introduction of elective options in place of a mandatory English course allows students to tailor their educational experience according to their interests and career goals. This flexibility is particularly beneficial in a specialized program like BBA Aviation, where students may have diverse needs and aspirations. |



## Bachelor of Business Administration (Aviation) degree

~~The four-year BBA (Aviation) degree combines academic studies with practical skills that prepare graduates for a career within the aviation industry. In addition to specific aviation management courses, five courses (15 credits) from the Bachelor of Business Administration program are replaced with aviation training upon presentation of the following Transport Canada approved aviation credentials: Private Pilot's licence, Instrument Rating, Commercial Pilot's Licence, and Multi-Engine Rating or Instructor Rating. The cost of acquiring the aviation credentials is the responsibility of the student.~~

Canada's aviation industry needs talented analytical thinkers who can spot trends, identify risks, and tackle complex challenges. The four-year BBA (Aviation) degree combines academic studies with practical skills that prepare graduates for a career within the aviation industry. Trained pilots with a Bachelor of Business Administration degree in Aviation have the potential to become an outstanding captain or assume management responsibilities for an airline, airport, and other aerospace related leadership positions. Students are responsible for UFV academic fees as well as the cost of the required Transport Canada licenses and optional ratings.

### Entrance requirements

#### Option 1: Secondary school

- ~~1. B.C. secondary school graduation or equivalent. (Students who have completed a secondary school equivalency program will also be considered but may have to complete the specific entrance requirements below.)~~
- ~~2. English Studies 12 or English First Peoples 12 (or equivalent) with a C+ or better.~~
- ~~3. One of the following (see Note):~~
  - ~~• Calculus 12 with a B or better~~
  - ~~• Principles of Mathematics 12 or Pre-calculus 12 with a C+ or better~~

~~Note: Students without one of these mathematics courses may present the prerequisite for MATH 141 instead~~

- ~~1. Prerequisites for MATH 141.~~
- ~~2. Prerequisites for ENGL 105.~~
- ~~3. Prerequisites for PHYS 101.~~

#### Option 2: Transfer applicants University entrance (for applicants who have completed at least nine post-secondary credits at a recognized institution)

~~Completion of at least 15 university-level credits with a~~ At least nine transferable credits at a recognized post-secondary institution with a minimum CGPA of 2.67 or better ~~based on all BBA Aviation applicable university-level credits attempted.~~

Note: Applicants without the high school courses (or equivalents) in Option 1 may need to take courses in addition to those in the program requirements.

- ~~1. Prerequisites for MATH 141.~~
- ~~2. Prerequisites for ENGL 105.~~
- ~~3. Prerequisites for PHYS 101.~~

## **When to apply**

Applications are accepted for entrance to the Fall, ~~and~~ Winter, ~~and~~ Summer semesters. For application deadlines, see [Specific intake application process](#).

## **How to apply**

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).

### **Additional documents required for a complete application:**

- ~~o Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.~~
  - ~~o For secondary school entrance, a final official transcript (if graduated). For students currently in Grade 12, see the **secondary school grades and transcripts** section of the **Admissions** website for more information.~~
  - ~~o For university students, official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.~~
- ~~2. Proof of completion of prerequisites is required for course registration. It is essential that applicants submit an official secondary school transcript at least two weeks before registration.~~
  - ~~2-3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.~~

## **Basis for admission decision**

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

## **Fees and additional costs**

The costs of acquiring the ~~aviation credentials~~ Transport Canada licenses, ratings, and flying lessons are in addition to UFV fees paid and are the responsibility of the student. See the [Fees and Other Costs](#) section for information on UFV assessed fees.

Flight training fees are in addition to UFV tuition and fees.

## **Program duration**

~~The BBA (Aviation) program can be completed in four years of full-time study, with students taking 10 courses per calendar year.~~

~~A reduced course load is permitted. Students are allowed up to eight consecutive academic years to complete the program from the time of enrolment into the BBA (Aviation), or first admission into the Business Administration (Aviation) diploma for those laddering into the BBA (Aviation) program.~~

~~The BBA (Aviation) degree consists of a minimum of 120 credits.~~

The BBA (Aviation) program can be completed in four years of academic study. Transport Canada licences and ratings can be completed prior to or concurrent with academic study. The program can also be completed on a part-time basis.

## **Location**

~~Most courses are offered in Abbotsford. Some lower-level courses may also be offered at the Chilliwack and Mission campuses.~~

Academic courses are primarily Abbotsford with some 100- and 200-level courses available in Chilliwack.

## **Program outline** *(Note: presentation changed from current breakdown by semester)*

### **Non-Business course requirements**

| Course              | Title                                                                       | Credits      |
|---------------------|-----------------------------------------------------------------------------|--------------|
| <del>CMNS 125</del> | <del>Communicating Professionally to Academic and Workplace Audiences</del> | <del>3</del> |
| <del>CMNS 251</del> | <del>Professional Report Writing</del>                                      | <del>3</del> |
| ECON 100            | Principles of Microeconomics                                                | 3            |
| <u>or</u> ECON 101  | Principles of Macroeconomics                                                | <u>3</u>     |

|                                  |                                                                                    |                |
|----------------------------------|------------------------------------------------------------------------------------|----------------|
| <del>ENGL 105</del>              | <del>Academic Writing</del>                                                        | <del>3</del>   |
| <del>ENGL or CMNS elective</del> | <del>CMNS 100-499 or ENGL 100-499</del>                                            | <del>3</del>   |
| <del>ECON 307</del>              | <del>Managerial Economics</del>                                                    | <del>3</del>   |
| <del>MATH 111</del>              | <del>Calculus I</del>                                                              | <del>3-4</del> |
| <del>or MATH 141</del>           | <del>Calculus for Business (see Note 1)</del>                                      | <del>3</del>   |
| <del>PHYS 101</del>              | <del>Introductory General Physics: Mechanics and Fluids</del>                      | <del>5</del>   |
| <del>STAT 106</del>              | <del>Statistics I</del>                                                            | <del>4</del>   |
| <del>Plus:</del>                 | <del>One Social Science elective other than Economics</del>                        | <del>3</del>   |
| <del>Plus:</del>                 | <del>One additional BUS course (see Note)</del>                                    | <del>3</del>   |
| <del>Plus:</del>                 | <del>One course in a second language</del>                                         | <del>3</del>   |
| <del>Language requirement</del>  | <del>University-level language or equivalent other than English (see Note 2)</del> | <del>3</del>   |
| <del>Elective</del>              | <del>University-level elective (100 level or higher) other than AV</del>           | <del>3</del>   |

Note 1: MATH 111 can be used as a substitute for MATH 141.

Note 2: Students meeting one of the following requirements can substitute a university-level elective (100-499) in place of the language requirement:

- Completion of any Grade 11 second language course.
- Completion of any language immersion program, such as French Immersion.
- Graduation from a secondary school in which the language of instruction is not English.
- Graduation from a post-secondary institution in which the language of instruction is not English.

### **Business course requirements**

| <b>Course</b>      | <b>Title</b>                                           | <b>Credits</b> |
|--------------------|--------------------------------------------------------|----------------|
| BUS 100            | Introduction to Business                               | 3              |
| BUS 120            | Essentials of Marketing                                | 3              |
| BUS 145            | Introductory Financial Accounting (see Note <u>1</u> ) | 3              |
| BUS 160/CIS 110    | Computerized Business Applications and MIS             | 3              |
| BUS 201            | Human Resource Management                              | 3              |
| BUS 203            | Organizational Behaviour                               | 3              |
| <del>BUS 221</del> | <del>Professional Selling</del>                        | <del>3</del>   |
| BUS 226/ ECON 226  | Economic and Business Statistics                       | 3              |
| <del>BUS 227</del> | <del>New Business Development</del>                    | <del>3</del>   |

|                    |                                               |              |
|--------------------|-----------------------------------------------|--------------|
| BUS 247            | Introductory Management Accounting            | 3            |
| BUS 249            | Introduction to Finance                       | 3            |
| BUS 261            | Business Law                                  | 3            |
| <del>BUS 320</del> | <del>Business Research Methods</del>          | <del>3</del> |
| BUS 349/ ECON 349  | Financial Management I                        | 3            |
| BUS 360            | International Air Transportation              | 3            |
| BUS 400            | Business and Society                          | 3            |
| BUS 403            | Strategic Management                          | 3            |
| BUS 404            | Management Science                            | 3            |
| <del>BUS 405</del> | <del>Business Management Simulation</del>     | <del>3</del> |
| BUS 460            | Airline Management                            | 3            |
| BUS 462            | Business and Corporate Aviation Management    | 3            |
| BUS 464            | Airport Planning and Management               | 3            |
| <u>Elective</u>    | <u>Upper-level BUS (300-499) (see Note 2)</u> | <u>18</u>    |

~~Note: BUS 143 and BUS 144 may be taken in place of BUS 145 and one business elective.~~

Note 1: BUS 143 and BUS 144 may be taken in place of BUS 145. Students using 2 courses to complete the introductory financial accounting requirement will be increasing the total credit required in the program at the time of graduation.

Note 2: One upper-level ECON course and up to 6 credits of Transport Canada ratings (see below) can be used in place of upper-level BUS electives.

### **Flight Training**

30-36 credits will be granted in recognition of Transport Canada licences and ratings.

Transport Canada licences:

- Private Pilot's licence (6 credits)
- Commercial Pilot's licence (24 credits)

Students may use up to 6 credits of the following Transport Canada ratings in place of upper-level BUS electives:

- Multi-IFR Multi-Engine Instrument Rating (3 credits)
- Instrument (IR) (3 credits)
- Instructor Rating Level 4 or higher (3 credits)

Airline Transport Pilot License (ATPL) will be granted 36 credits in place of the above licences and ratings.

**Co-operative Education**

The Co-operative Education option offers students in the BBA (Aviation) degree program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. Pilot positions are not included in Co-op employment opportunities. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the [Co-operative Education](#) section for more details.

**BBA majors and minors**

The following majors and minors are available in the BBA (Aviation) program:

- Accounting major
- Finance major
- Human Resource Management major
- International Business major
- Marketing major
- Financial Management minor
- International Business minor
- Operations Management/Management Information Systems minor
- Organizational Studies minor
- Professional Sales minor

See this section for major and minor requirements.

**Minors in other programs**

Students who choose to combine their BBA (Aviation) with a minor or extended minor in another discipline must complete all the requirements of the BBA (Aviation) degree and all discipline requirements of the minor or extended minor. Students interested in pursuing this option must contact an Academic Advisor and obtain permission from the department that offers the minor or extended minor.

**Program continuance**

Program continuance and probation are governed by UFV's [Undergraduate Continuance policy \(92\)](#). Students must have a CGPA of at least 2.00 to remain in good

academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar.

## **Course repetition**

See UFV's [Course Repeat policy \(86\)](#).

## **Readmission**

Students who have been required to withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

## **Appeals for readmission**

Students who are required to withdraw from the program must submit an appeal for readmission if they wish to resume studies in the program.

In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work, or to repeat a similar amount of academic work taken previously, in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester applied for. Readmission is not automatic.

## **Residency**

Students must complete at least 50% of ~~the course work program requirements at UFV~~, including at least 10 upper-level ~~BUS~~business courses ~~(numbered BUS-300–499), at UFV.~~

Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.

## **Graduation requirements**

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with an ~~n-Academic School of Business~~ Advisor. To be eligible to graduate, students must achieve a minimum ~~Program~~ GPA (~~PGPA~~) of 2.67 on ~~all~~ courses used to meet program requirements applicable toward the BBA program, and a minimum cumulative GPA (CGPA) of 2.00 on all courses attempted.

~~Students must also complete the following Transport Canada approved aviation credentials: Private Pilot's licence, Instrument Rating, Commercial Pilot's Licence, and Multi-Engine Rating or Instructor Rating.~~

~~Students must apply for graduation in the first month of their final semester. Visit the Graduation webpage for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.~~

~~At the time of applying for graduation no course applicable to the BBA program may be older than 10 years, and no upper-level BUS or ECON course applicable to the BBA may be older than five years.~~

## **Maximum length of time to complete program**

~~Students are allowed up to eight consecutive years to complete program requirements.~~

Students have 10 years from the time of admission to the program to meet graduation requirements.

Students with personal extenuating circumstances can apply to the Director of the School of Business for an extension. ~~At the Director of the School of Business' discretion, an extension of up to two years, allowing up to 10 consecutive years for program completion, might be granted.~~

## **IATRA examination**

Students pursuing a career in aviation as a pilot should also complete Type Rating for Two Crew Aeroplane (IATRA). This is a written examination that entitles the holder of a Commercial Pilot Licence to act as co-pilot of a multi-crew aircraft. Although not a license or a rating on its own, without completion of this exam the holder of a Commercial Pilot Licence is restricted to operating single-pilot aircraft only.

## **Bachelor of Business Administration (Aviation) Honours degree**

Students in the Bachelor of Business Administration (Aviation) program have the option of completing a Bachelor of Business Administration (Aviation) Honours degree. The following conditions apply to this program:

Students must formally apply for entry to the program after completing no fewer than 60 credits and no more than 90 credits applicable to the BBA Aviation. ~~The program chair's~~



~~approval is needed for admission.~~ Applications after completion of more than 90 credits will only be considered under extenuating circumstances.

A minimum GPA of 3.50 on all courses applicable to the degree is required for admission, continuance, and graduation.

Students must complete an additional 12 credits beyond the credits required for the BBA (Aviation) degree. These credits must come from upper-level (numbered 300–499) Business courses; upper-level courses from other areas may be ~~counted toward this total with the program chair's approval~~ approved by the Director of the School of Business.

Students must also complete the requirements of at least one of the Business [majors or minors](#) listed in the calendar.

## **Course listings**

For complete details on courses see the [course descriptions](#) section.



## MEMO

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**TO:** Samantha Hannah, UEC Chair

**Copy:** Amanda Grimson, UEC Assistant

**FROM:** David Johnston, University Registrar and AVP Enrolment Management

**DATE:** December 8, 2023

**RE:** Direct Admission to Majors

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In "Access to Excellence: Managing Enrolment at UFV" we have an institutional goal of increasing access and pathway points. One of the related requested actions is to expand direct entry for applicants into their program and major of choice, starting in year 1. (Page 13, Stage 1, Goal 7).

Attached for UEC's consideration and consultation is a discussion paper on implementing direct entry to the Science and Arts majors. I welcome a lively discussion on the topic.

Some questions for UEC are:

- What issues are not addressed in the attached proposal?
- Who needs to be involved in refining the proposal?
- Are there any other degrees that could be included?

**Discussion Document: Direct Admission to Majors**

UFV Currently admits to the BSc and the BA degree first and then after a period of study requires a student to declare a major. This is a model present in other universities and has the advantage of being simple to explain and relatively easy to administer. However, it creates barriers, perceived and actual, to students who have an interest in starting in their chosen program in their first semester. An alternative admission approach involves admitting students directly into their chosen major upon entering the university, while leaving open the opportunity to apply to the general BA and BSc.

**Advantages**

- Competitive edge in new student recruitment. This will allow UFV to position itself as a student ready institution by being clear to students that they can start their education in their chosen area of interest.
- Flexibility: Direct admission doesn't have to exclude the possibility of exploring other interests or changing majors. It is proposed that we retain the ability to start in a general Arts or Science program and provide the opportunity to change majors as they progress through their studies.
- Students feel a sense of belonging and purpose from the beginning of their academic journey, leading to increased motivation and satisfaction.
- Potential for improved academic performance as the student can claim ownership of their specialization immediately.
- Direct admission fosters early engagement and commitment to a specific field of study for students who have a passion or desire for a field of study coming out of high school.
- Creates conditions for program specific academic advising to newly admitted students allowing them to make informed decisions about their major

**Disadvantages**

- Adds administrative process to the admission cycle. Admission processes will need to be adjusted and the student information system better configured to support the primary academic program.
- May require setting targets or limits in high demand programs. While it isn't expected that this will need to be implemented immediately, there will a need to monitor and manage the new process.

**Conclusion:**

Direct admission to majors offers an efficient, focused, and student friendly approach to first year admission. It aligns students with their passions and may improve retention rates as well as enhancing academic performance. Through adopting this system, UFV can create a more engaging and relevant first year experience.

| Degree              | Majors                                                                                                                                                                                                                                                                             |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bachelor of Science | Biology<br>Chemistry<br>Computing Science<br>Math Stats<br>Physics                                                                                                                                                                                                                 |
| Bachelor of Arts    | Anthropology<br>Communications<br>Creative Writing<br>Economics<br>English<br>French<br>Geography<br>History<br>Indigenous Studies<br>Mathematics<br>Peace and Conflict Studies<br>Philosophy<br>Political Science<br>Psychology<br>Sociology<br>Sociology/Anthropology<br>Theatre |

Footnote: The first version of this document was prepared with the assistance of ChatGPT and has undergone multiple edits. (OpenAI, 2023)