



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

**December 19, 2025 - 10:00 AM**

**A225**

### **AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 7      **2.1.** UEC draft minutes: November 21, 2025

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Business**

8 - 26      **3.1.1.** **BUS 325:** Review with changes  
**BUS 345:** Review with changes including prerequisites  
**BUS 385:** Review with changes

MOTION: To approve the BUS course outlines as presented.

**3.2 Chemistry**

27 - 35      **3.2.1.** **CHEM 110:** Review with changes  
**CHEM 114:** Review with changes

MOTION: To approve the CHEM course outlines as presented.

**3.3 Culture, Language, and Society**

36 - 39      **3.3.1.** **SOC 220:** Changes including title  
MOTION: To approve the SOC 220 course outline as presented.

40      **3.3.2.** **SOC 492/ANTH 492/MACS 492/LAS 492:** Discontinuation

MOTION: To discontinue SOC 492/ANTH 492/MACS 492/LAS 492.

**3.4 Mathematics and Statistics**

Page

41 - **3.4.1. MATH 111:** Review with changes including prerequisites  
48  
MOTION: To approve the MATH 111 course outline as presented.

49 - **3.4.2. MATH 112:** Review with changes  
79 **MATH 123:** Review with changes  
**MATH 125:** Review with changes including prerequisites  
**MATH 225:** Review with changes including prerequisites  
**MATH 255/ENGR 255:** Review with changes including pre/corequisites  
**MATH 415:** Review with changes including prerequisites and total hours  
**MATH 416:** Review with changes including prerequisites  
  
MOTION: To approve the MATH course outlines as presented.

**3.5 Planning, Geography, and the Environment**

80 - **3.5.1. GEOG 160:** Cross-listing as PLAN 160  
91 **GEOG 260:** Cross-listing as PLAN 260  
  
MOTION: To approve the cross-listing of GEOG 160 and GEOG 260 as PLAN.

**3.6 Criminology and Criminal Justice**

92 - **3.6.1. CRIM 217:** New course, *Family Violence*  
96  
MOTION: To approve the new CRIM 217 course outline as presented.

97 - **3.6.2. CRIM 210:** Review with changes including title and prerequisites  
108 **CRIM 490:** Review with changes  
**CRIM 491:** Review with changes  
  
MOTION: To approve the CRIM course outlines as presented.

109 - **3.6.3. Criminal Justice Honours:** Change to entrance requirements  
113  
MOTION: To recommend approval of the changes to the Criminal Justice Honours entrance requirements as presented, effective September 2026.

**3.7 Modern Languages**

114 - **3.7.1. FREN 260:** New course, *Special Topics in French*  
127 **FREN 316:** New course, *Introduction to Franco-Canadian and Quebecois Literature*  
**FREN 360:** New course, *Special Topics in French*  
  
MOTION: To approve the new FREN course outlines as presented.

128 - **3.7.2. FREN 315:** Changes including prerequisites  
131

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132 -  
137

MOTION: To approve the FREN 315 course outline as presented.

**3.7.3. French major:** Changes to program requirements  
**French extended minor:** Changes to program requirements  
**French minor:** Changes to program requirements

MOTION: To approve the changes to the French major, extended minor, and minor as presented, effective September 2026.

### 3.8 Social Justice and Global Stewardship

138 -  
142

**3.8.1. SJGS 395:** New course, *Participatory Methodologies for Social Justice*  
MOTION: To approve the new SJGS 395 course outline as presented.

143 -  
154

**3.8.2. GDS 400:** Review with changes including title, credits, prerequisites, and total hours  
**GDS 483:** Review with changes including title, credits, prerequisites, and total hours

MOTION: To approve the GDS course outlines as presented.

155 -  
165

**3.8.3. Bachelor of Arts in Global Development Studies:** Changes to program requirements and addition of Co-operative Education option  
**Global Development Studies minor:** Changes to program requirement

MOTION: To recommend approval of the changes to the Bachelor of Arts in Global Development Studies and the Global Development Studies minor as presented. effective September 2026.

### 3.9 Adult Education

166

**3.9.1. Adult Education for Equity, Workplace, and Community Transformation certificate:** New program

MOTION: To recommend approval of the new Adult Education for Equity, Workplace, and Community Transformation certificate as presented.

## 4. OTHER BUSINESS/DISCUSSION ITEMS

**4.1. UEC Liaison reports**  
**4.2. Policy Subcommittee report**  
**4.3. APPC report**  
**4.4. Senate report**  
**4.5. Senate Teaching and Learning Committee report**

## 5. INFORMATION ITEMS

**5.1. Program suspensions and discontinuations**

Page

- Global Development Studies extended minor: Discontinued
- Migration and Citizenship graduate diploma: Discontinued
- Migration and Citizenship graduate certificate: Discontinued

## **6. ADJOURNMENT**

**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

November 21, 2025  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Amanda McCormick, Chris Campbell, Dana Landry, David Johnston, Desmond Devnich, Donna Alary, Donna Derksen, Holly Zonneveld, Joy Enyinnaya, Lisa McMartin, Renee Prasad, Susan Stoneson, Thais Amorim, and Vlad Dvoracek  
**ABSENT:** Allyson Jule, Amber Johnston, Bobby Jaswal, Carolyn MacLaren, Cindy Schultz, Claire Hay, David McGuire, Samantha Hannah, Selena Karli, Shirley Hardman, and Sylvie Murray  
**GUESTS:** Avril Alfred, Jeff Chizma, Maru de Luna, Curtis Magnuson, Delinah Marples, Catherine McLean, Ben Vanderlei, Amea Wilbur  
**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA****2. APPROVAL OF UEC MINUTES****2.1. UEC draft minutes: Oct. 24, 2025****MOTION:**

To approve the draft minutes as presented.  
CARRIED

**3. COURSES AND PROGRAMS****3.1. Adult Education****3.1.1. ADED 465: New course, *Indigenous World Views and Pedagogies in Adult Education*****MOTION:**

To approve the ADED 465 course outline as presented.  
CARRIED

**3.2. Mathematics and Statistics****3.2.1. STAT 104: Review with changes****MOTION:**

To approve the STAT 104 course outline as amended:

- Course outline will be updated to reflect Indigenization in the typical instructional methods, learning outcome #11, and course content #5.

CARRIED

**3.3. Physics**

**3.3.1. PHYS 118: New course, Waves, Optics, and Electromagnetism**

**PHYS 281: New course, Theoretical Methods in Physics**

**PHYS 499: New course, Physics Honours Module**

**MOTION:**

To approve the PHYS course outlines as amended:

- Additional information relating to Indigenization will be added to the typical instructional methods for all three courses.
- PHYS 499 approved in concept, with learning outcomes to be revised and brought to a future meeting for final approval.

CARRIED

**3.3.2. Physics Honours: Changes to entrance and program requirements**

**MOTION:**

To recommend approval of the Physics Honours changes as presented, effective September 2026.

CARRIED

**3.3.3. Physics major: Changes to declaration and program requirements**

**MOTION:**

To recommend approval of the Physics major changes as presented, effective September 2026.

CARRIED

**3.3.4. Physics minor: Changes to declaration and program requirements**

**MOTION:**

To recommend approval of the Physics minor changes as presented, effective September 2026.

CARRIED

**3.4. Social Work and Human Services**

**3.4.1. SOWK 330: Review with change including prerequisites**

**SOWK 430: Review with changes including prerequisites and pre/corequisites**

**MOTION:**

To approve the SOWK course outlines as presented.

CARRIED

**3.4.2. Social Service Worker certificate: Program change from School and Community Support Worker certificate**

**MOTION:**

To recommend approval of the changes the Social Services Worker certificate (formerly School and Community Support Worker certificate) as presented, effective September 2026.

CARRIED

UEC Draft Minutes  
21 Nov 2025

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**3.5. Modern Languages****3.5.1. Linguistics and Language Studies associate certificate: New program****MOTION:**

To recommend approval of the new Linguistics and Language Studies associate certificate as presented.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS****4.1. UEC Liaison reports**

There were no reports.

**4.2. Policy Subcommittee report**

There was nothing to report this month.

**4.3. APPC report**

APPC did not meet this month.

**4.4. Senate report**

The Instructional Responsibilities policy (46) was approved and should be in effect January 1, 2026.

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

STLC will meet on December 4.

**5. INFORMATION ITEMS****5.1. Social Work and Human Services**

**Bachelor of Social Work:** Correction to program requirements

**General and discretionary electives:** Updated lists for 2025/26

**6. ADJOURNMENT**

The meeting was adjourned at 10:58 am.

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Kim Milnes

Date: September 8, 2025

**Subject: Proposal for revision of BUS 325 Digital Marketing**

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

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

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

2. Rationale for change: This course is long overdue for a six year review. This review has given us the opportunity to look at the nature of the course to ensure it still meets the needs of students in a fast paced digital world but also to consider how the course can support Indigenizing our curriculum and meeting our newly adopted Institutional Learning outcomes.

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 \(ILOs\):](#)

Institutional Learning Outcomes	Course Learning Outcomes
1. Apply Knowledge and Competencies Proficiently: Learners develop knowledge and information literacy, skills, and competencies within and across disciplines and knowledge systems. They access, organize, and examine written, oral, visual, and numerical information. Learners use and share knowledge responsibly and ethically, abiding by legal restrictions and cultural protocols for published, confidential, and/or proprietary information. Learners	LO2 -LO5 are directly related to developing knowledge, skills and competencies LO6 relates to legal and ethical considerations

demonstrate technical proficiency and effectively apply knowledge in a variety of situations.	
2. Examine Critically and Holistically: Learners use critical and creative thinking strategies, drawing on multiple perspectives and experiences to examine problems. They weave ideas together to expand on and create new ways of analyzing complex issues in a rapidly changing world. Learners pose questions and propose solutions using multiple literacies (digital, technical, numerical, media, and language-based) to develop a fuller understanding of concepts.	LO5 requires students to apply their learning using critical thinking to the unique circumstances of a business and propose solutions
3. Communicate Effectively: Learners communicate ideas and build connections using a variety of oral, written, digital, and visual strategies. They listen attentively, seek clarification, and are open to other points of view. They effectively present information using a variety of technologies, modes, and media. They communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation.	LO 5 will require students to communicate their strategy to their client through a digital marketing strategy
4. Lead Collaboratively: Learners promote trust and foster collaboration across and within communities, groups, and organizations to lead change and address challenges in society. They value contributions from members of diverse groups and recognize the importance of collaborating with others to develop attainable goals. Learners provide opportunities for others to lead and they challenge themselves and others to demonstrate growth.	LO5 in creating the digital marketing plan students will not only need to collaborate as a team but also to collaborate with their client organization
5. Engage with Indigenous Knowledge Systems: Learners engage with diverse Indigenous worldviews, perspectives, and knowledge systems. They learn about Indigenous communities and the lands where they live, work, and learn. Learners value and respect the knowledge held by Indigenous Peoples and understand that much of that knowledge is misrepresented and absent in commonly available resources and media due to colonization.	LO1 will expect students to understand all potential markets for digital marketing including Indigenous business owners, users and recipients LO6 will expect students to reflect on growing concerns about data privacy and the legal and ethical use of digital data for all communities with an emphasis on The First Nations principles of <b>OCAP</b> (Ownership, Control, Access, and Possession) establish how First Nations' data and information will be collected, protected, used, or shared.
7. Advocate for Equity, Diversity, and Inclusion: Learners are socially just, acknowledging and valuing diversity in all its forms. They understand that systems can favour certain individuals and groups over others, creating inequities and systemic barriers. Learners use their knowledge and skills to advocate for inclusive educational, professional, and	LO1 and LO6 ask students to how the tools and techniques they use will impact a variety of communities and potential users/recipients

<p>community spaces. They develop and apply strategies that promote positive change in society.</p>	
<p>8. Engage in Reflection for Action: Learners utilize strategies to reflect on their growth and development. They work independently and draw on feedback to support personal, academic, and professional growth. Learners seek out experiences that enable them to clarify their values, beliefs, and motivations. They develop a mindset that favours life-long learning. Learners set personal and professional goals and identify ways to attain those goals.</p>	<p>LO5 expects students to reflect on their learning and work independently to apply their learnings to support a client organization. This client project could form a key component of their career planning and also as an asset in their educational portfolio.</p>

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

Not required outside the School of Business program

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

None

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

Students will be asked to examine differences in cultural groups in order to understand their clients and audiences. This will include considering local, Indigenous, national and international cultural group. Students will gain a better understanding of what the cultural differences area and the importance of these differences being reflected in marketing communication developed for a culturally diverse audience.

Students will also be taught considerations for privacy and ethical use of information with specific emphasis on The First Nations principles of **OCAP** (Ownership, Control, Access, and Possession) establish how First Nations' data and information will be collected, protected, used, or shared

Finally, students will be encouraged to work with local Indigenous businesses as clients for their project. Students will be connected to organizations like Stó:lō Community Futures to assist in finding Indigenous organizations who will benefit from the project outcomes.

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

Students will be asked to examine differences in cultural groups in order to understand their clients and audiences. Students will gain a better understanding of cultural differences and the importance of these differences being reflected in marketing communication to a diverse audience.

Students will work in teams of students with different backgrounds in a variety of assignments.

The client project will require students to work with client organizations who owners and customers can be from diverse communities. Students are encouraged to work with not-for-project client organizations which will expose them to diverse corporate goals and outcomes.

The choice of resources used in the course should consider the accessibility needs of students.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
In addition to the text this class employs a digital marketing simulation
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

\$87



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2007  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 325	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Digital Marketing <b>Course Short Title:</b> Digital Marketing	
Faculty: Faculty of Business and Computing	Department (or program if no department): School of Business
<b>Calendar Description:</b> <p>Learn how to leverage the power of the internet to make strategic and tactical marketing decisions. This course examines the most current theories and practical techniques in the field of primarily paid with some earned digital marketing, including such topics as digital display advertising, search marketing, e-mail marketing, web analytics, mobile marketing, and social media advertising.</p>	
Prerequisites (or NONE):	45 university-level credits including BUS 120.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>BUS 390G</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Winter only</b> Maximum enrolment (for information only): <b>25</b>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
<b>Department approval</b>	
<b>Faculty Council approval</b>	
<b>Undergraduate Education Committee (UEC) approval</b>	

**Learning Outcomes**

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

1. Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target markets including local, Indigenous, national and international cultural groups.
2. Explain how existing and emerging digital marketing platforms, technologies and techniques can be used to strengthen an organization's relationship with its customers including artificial intelligence applications.
3. Apply a variety of digital platforms and techniques, such as online media, search marketing, email marketing, social media, and mobile marketing, in real world marketing situations.
4. Demonstrate how to measure and calculate the effectiveness of digital marketing decisions.
5. Formulate integrated digital marketing strategies for products and services to create a digital marketing plan for an organization.
6. Discuss ethical, and privacy issues as they relate to digital content, data collection, data ownership and use with attention to OCAP® principles (Ownership, Control, Access, and Possession) for Indigenous communities.

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

Quizzes/tests:	25%	Assignments:	50%	%
Project:	25%		%	%

**Details:**

Assignments includes 20% for assignments (including industry training in tools like SEMRush, Meta, Google Analytic, etc.) and 30% for a marketing simulation. Project is working with a "real world" organization to create a digital marketing plan.

**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.)**

Lectures, lab exercises using tools, simulation), and client project (with student presentation).

**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	Larson, J., & Draper, S.	Digital Marketing Essentials (Stukent)	current
2. Other (Simulation)	Stukent	Digital Marketing Simternship	current
3.			
4.			
5.			

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

Lab setting with internet connection, Simulation (web-based simulation) by Stukent, internet access.

**Course Content and Topics**

## Module One: Introduction

- How the internet affects marketing
- The impact of the internet on 4Ps
- Understanding your audience through persona development
- Understanding data privacy including the use of first-party and third-party data
- Assignments (LO1 LO6)

## Module Two: Search engine marketing

- Effects of AI on Search Marketing
- Organic
  - Optimizing content for search
  - Creating inbound links
- Paid
  - Affects of AI on search marketing
  - Creating paid search ads
  - Understanding the bidding process
  - Understanding quality score
  - Other factors affecting Adrank
  - The importance and design of a landing page
- Assignments (LO 3)

**Module Three: Online analytics**

- Understanding page tagging process and how information is collected
- Understanding what information is collected and what it means
- Calculating conversion rates and other key measures
- Using AI to understand online analytics
- Assignments (LO 4)

**Module Four: Email marketing and Text Messaging**

- Understanding the uses and influence of email in business to create targeted messages
- Discussing the various components of an email and message
- Understanding the measures of email effectiveness
- Understand the use and steps in marketing automation
- Discuss how AI impacts marketing automation
- Assignments (LO3)

**Module Five: Display Marketing**

- Explain the use of AI and machine learning in programmatic advertising and various platforms (e.g. display network, demand side platforms, etc.) for purchasing display advertising
- Discuss the components of a display ad
- The importance and design of a landing page
- How AI impacts the creation, placement and tracking of display ads
- Discuss affiliate marketing
- Assignments (LO3)

**Module Six: Social Media Marketing**

- Discuss the role of social media for business
- Understand the paid and organic options for social media advertising
- Discuss the use and process for employing influencers
- The importance and design of a landing page
- Discuss various forms of advertising including short-form video
- Discuss the significant integration of Artificial Intelligence (AI) in content creation and personalization,
- Assignments (LO3)

Exam 1 (LO 1-3)

Exam 2 (LO 3-4)

Digital marketing simulation (LO 1-4)

Client project (LO 1-6)

**Memo for Course Changes**

To: Undergraduate Education Committee (UEC)

From: Quan Cheng and Dr. Khyati Shetty, Director, School of Business

Date: April 4, 2025

**Subject: Proposal for revision of BUS 345: Income Tax I**

*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 School of Business and area of Accounting and Finance periodically and regularly reviews the course outlines offered in the area. As a result of these reviews it is determined that the new guidelines set at the School of Business have to be followed, with regards to linking the course learning outcomes with course modules/units and evaluation methods suggested in the course content and topics section.

Prerequisites were changed from  
“(BUS 144 or BUS 145) and 45 university-level credits” to  
“45 university-level credits including (BUS 144 or BUS 145)”  
to be consistent with other Business OCOs that require 45 university-level credits...

This change actually lowers the number of university-level credits required from 48 to 45.

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

The learning outcomes of the course are in line with the School of Business's strategic goals. As well, the learning outcomes (LOs) and course content are aligned with CPA accreditation requirements, which may limit flexibility in altering certain topics, assessment weights, or competencies. This ensures that students receive the coverage needed to meet professional standards in the field of accounting and auditing.

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

No affect.

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

Area of Accounting and Finance and Curriculum Committee, which includes all representation from all areas of School of Business.

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 \(UNDRIP\)](#).

BUS 345 contributes to Indigenizing Our Academy in the following ways:

**Incorporation of Indigenous Perspectives:** The course includes content that explores the unique tax considerations and implications for Indigenous peoples and communities in Canada. It examines specific sections of the Income Tax Act related to Indigenous tax rights and on-reserve income considerations. This fosters a deeper understanding of Indigenous tax sovereignty and treaty rights.

**Case Studies and Ethical Analysis:** The course features case studies focused on Indigenous tax situations and real-world scenarios, providing students with practical examples of how tax legislation applies to Indigenous individuals and businesses. Students engage in critical analysis of historical and current tax policies affecting Indigenous communities, including the examination of tax treaties and agreements between Indigenous nations and the Canadian government.

**Indigenous Guest Lectures:** The course incorporates guest lectures from Indigenous tax practitioners, legal experts, and community leaders who share their expertise on Indigenous tax matters. These speakers provide valuable insights into the practical application of tax laws in Indigenous contexts, including on-reserve businesses, trust arrangements, and Indigenous-owned corporations, while highlighting the importance of understanding Indigenous perspectives in Canadian taxation.

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

PLAR by portfolio assessment and written exam.

The course features diverse case studies, emphasizing auditing's intersection with various social realities. Lectures and activities encourage broad participation and address systemic barriers. PLAR Review and Accessibility: The portfolio assessment and exam approach remain transparent, flexible, and equitable, fully recognizing diverse non-traditional paths.

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.

- Credit value: No change
- Class size limit: No change
- Frequency of offering: No change
- Resources required (labs, equipment): No change

Note: The final exam is weighted at 45%. This higher weighting is intentionally designed to emulate the rigor and exam structure encountered in CPA (Chartered Professional Accountant) certification processes, thereby better preparing students for professional practice and licensing requirements.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$235 for the bundle including the textbook for BUS 346



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1990  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 345	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Income Tax I <b>Course Short Title:</b> Income Tax I													
Faculty: Faculty of Business and Computing	Department (or program if no department): School of Business												
<b>Calendar Description:</b> <p>Introduces the Canadian system of income taxation for individuals. Specific study concentrates on the rules and procedures in the Canadian Income Tax Act. Topics include employment income, income from business, income from property, capital gains and losses, eligible deductions such as RRSPs, and capital cost allowances.</p>													
Prerequisites (or NONE):	45 university-level credits including BUS 144 or BUS 145.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Fall and Winter</b></p> <p>Maximum enrolment (for information only): <b>25</b></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</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	20	Tutorials/workshops	25							<b>Total hours</b>	<b>45</b>
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<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
Department approval	Date of meeting: October 7, 2025												
Faculty Council approval	Date of meeting: November 7, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

**Learning Outcomes**

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

1. Assess taxable income and tax payable for individuals, including considerations for Indigenous peoples under applicable sections of the Income Tax Act (ITA), such as tax exemptions for income earned on reserve lands.
2. Solve tax problems for individuals earning employment, business, and property income.
3. Analyze critically the determination of taxable capital gains and allowable capital losses for individual taxpayers.
4. Communicate effectively the application of tax rules and procedures to individuals.
5. Demonstrate competency in calculating Capital Cost Allowance (CCA) for individuals earning business income.
6. Determine the effect of the attribution rules on individuals who transfer assets to other family members, as well as Registered Retirement Saving Plans.
7. Apply tax rules and considerations specific to Indigenous peoples in Canada, including Section 87 of the Indian Act and related tax exemptions.

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

Final exam:	45%	Quizzes/tests/midterm:	55%	

**Details:**

- Quizzes/tests: 25%
- Midterm: 30%
- Final exam: 45%

**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.*)

Lectures, discussions, case studies, and problem solving (in class).

**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	Byrd, C., & Chen, I.	Canadian Tax Principles, Volume 1 (Chp 1 – 10)	Current
2.			
3.			
4.			

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

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

**Course Content and Topics**

Module One: Introduction to federal taxation in Canada

- CRA procedures and administration
- Income or loss from an office or employment
- Taxable income and tax payable for individuals
- Quiz (LO 1)

Module Two: Individuals tax assessments

- Capital cost allowance
- Income or loss from a business
- Income or loss from a property
- Capital gains and capital losses

Midterm exam (LO 1–5)

Module Three: Tax income and tax payable for individuals revisited

- Other income and other deductions and income attribution rules
- Registered Retirement Savings and other tax-deferred savings plans

Final exam (LO 1–6)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Kim Milnes

Date: September 8, 2025

**Subject: Proposal for revision of BUS 385 Developing a Digital Presence**

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

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

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

2. Rationale for change: This course is long overdue for a six-year review. This review has given us the opportunity to look at the nature of the course to ensure it still meets the needs of students in a fast-paced digital world but also to consider how the course can support Indigenizing our curriculum and meeting our newly adopted Institutional Learning outcomes.

The previous OCO specified outdated technology which needed to be addressed.

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 \(ILOs\)](#):

Institutional Learning Outcomes	Course Learning Outcomes
1. Apply Knowledge and Competencies Proficiently: Learners develop knowledge and information literacy, skills, and competencies within and across disciplines and knowledge systems. They access, organize, and examine written, oral, visual, and numerical information. Learners use and share knowledge responsibly and ethically, abiding by legal restrictions and cultural protocols for published, confidential, and/or proprietary information. Learners	LO1 -LO8 are directly related to developing knowledge, skills and competencies LO6 relates to legal and ethical considerations

demonstrate technical proficiency and effectively apply knowledge in a variety of situations.	
2. Examine Critically and Holistically: Learners use critical and creative thinking strategies, drawing on multiple perspectives and experiences to examine problems. They weave ideas together to expand on and create new ways of analyzing complex issues in a rapidly changing world. Learners pose questions and propose solutions using multiple literacies (digital, technical, numerical, media, and language-based) to develop a fuller understanding of concepts.	LO4-8 requires students to apply their learning using critical thinking to the unique circumstances of a business and propose solutions
3. Communicate Effectively: Learners communicate ideas and build connections using a variety of oral, written, digital, and visual strategies. They listen attentively, seek clarification, and are open to other points of view. They effectively present information using a variety of technologies, modes, and media. They communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation.	LO 1, 3 and LO8 will require students to communicate their target market definitions and strategies to their client through a collaborative application of ideas
4. Lead Collaboratively: Learners promote trust and foster collaboration across and within communities, groups, and organizations to lead change and address challenges in society. They value contributions from members of diverse groups and recognize the importance of collaborating with others to develop attainable goals. Learners provide opportunities for others to lead and they challenge themselves and others to demonstrate growth.	LO 1-8 will require students will not only need to collaborate as a team but also to collaborate with their client organization
5. Engage with Indigenous Knowledge Systems: Learners engage with diverse Indigenous worldviews, perspectives, and knowledge systems. They learn about Indigenous communities and the lands where they live, work, and learn. Learners value and respect the knowledge held by Indigenous Peoples and understand that much of that knowledge is misrepresented and absent in commonly available resources and media due to colonization.	LO1 will expect students to understand all potential markets for digital marketing including Indigenous business owners, users and recipients LO2 will expose students to the power of Indigenous storytelling traditions will inform the content creation process of today's marketers LO9 will expect students to reflect on growing concerns about data privacy and the legal and ethical use of digital data for all communities with an emphasis on The First Nations principles of <b>OCAP</b> Ownership, Control, Access, Possession) establish how First Nations' data and information will be collected, protected, used, or shared.
7. Advocate for Equity, Diversity, and Inclusion: Learners are socially just, acknowledging and valuing diversity in all its forms. They understand that	LO1 -8 ask students to how the tools and techniques they use will impact a variety of communities and potential users/recipients

<p>systems can favour certain individuals and groups over others, creating inequities and systemic barriers. Learners use their knowledge and skills to advocate for inclusive educational, professional, and community spaces. They develop and apply strategies that promote positive change in society.</p>	
<p>8. Engage in Reflection for Action: Learners utilize strategies to reflect on their growth and development. They work independently and draw on feedback to support personal, academic, and professional growth. Learners seek out experiences that enable them to clarify their values, beliefs, and motivations. They develop a mindset that favours life-long learning. Learners set personal and professional goals and identify ways to attain those goals.</p>	<p>L01-08 expect students to reflect on their learning and work independently to apply their learnings to support a client organization. This client project could form a key component of their career planning and also as an asset in their educational portfolio.</p>

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

Not required outside the School of Business program

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

None

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

Students will be asked to examine differences in cultural groups in order to understand their clients and audiences. This will include considering local, Indigenous, national and international cultural group. Students will gain a better understanding of what the cultural differences area and the importance of these differences being reflected in marketing communication developed for a culturally diverse audience.

Students will also be taught considerations for privacy and ethical use of information with specific emphasis on The First Nations principles of **OCAP** (Ownership, Control, Access, and Possession) establish how First Nations' data and information will be collected, protected, used, or shared

Finally, students will be encouraged to work with local Indigenous businesses as clients for their project. Students will be connected to organizations like Stó:lō Community Futures to assist in finding Indigenous organizations who will benefit from the project outcomes.

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

Students will be asked to examine differences in cultural groups in order to understand their clients and audiences. Students will gain a better understanding of the cultural differences and the importance of these differences being reflected in marketing communication to a diverse audience.

Students will work in teams of students with different backgrounds in a variety of assignments.

The client project will require students to work with client organizations who owners and customers can be from diverse communities. Students are encouraged to work with not-for-project client organizations which will expose them to diverse corporate goals and outcomes.

The choice of resources used in the course should consider the accessibility needs of students.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
In addition to the text this class employs a digital marketing simulation
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
\$180 includes the text + simulation

**CWC comment and response:**

- Learning outcomes #5 and #6 appear to include outcomes #1, 2, 3, and 4. Is there some redundancy here that can be reduced?

*We'd like to clarify that there is no redundancy between Learning Outcomes (LO) 1, 2, and 3 and LO 5 and 6. LOs 1–3 establish the foundational context and conditions that students must understand before they can develop strategies, which are addressed in later outcomes.*

*Our preference is to keep the LOs as they are currently noted.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 385	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Developing a Digital Presence <b>Course Short Title:</b>													
Faculty: Faculty of Business and Computing	Department (or program if no department): School of Business												
<b>Calendar Description:</b> <p>Focuses on the strategy and business processes necessary to develop, implement, and maintain an organization's digital content management strategy through their online presence including strategic creation of digital assets, structuring the organization's website, designing their social media strategy, designing mobile content, and utilizing other online channels.</p>													
Prerequisites (or NONE):	45 university-level credits including BUS 120.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Fall only</b></p> <p>Maximum enrolment (for information only): <b>25</b></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	30	Supervised laboratory hours (computer lab)	15							<b>Total hours</b>	<b>45</b>
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Department approval	Date of meeting: October 7, 2025												
Faculty Council approval	Date of meeting: November 7, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

**Learning Outcomes**

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

1. Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target markets including local, Indigenous, national and international cultural groups.
2. Describe how Indigenous storytelling traditions (e.g., oral narratives, symbols, land-based knowledge) inform content creation approaches that prioritize relational and community values.
3. Collaborate with stakeholders (real or simulated) to co-create content in a variety of formats that align with both marketing objectives and community-identified values and goals including applying artificial intelligence in content creation.
4. Build a simple website architecture incorporating a variety of digital assets.
5. Define a social media strategy.
6. Create a mobile digital strategy.
7. Construct an online analytics framework.
8. Design a culturally appropriate content marketing plan for a client organization that centers around unique perspectives, audiences, or products.
9. Explain the importance of data and content sovereignty in digital marketing and content creation with specific consideration for OCAP® principles (Ownership, Control, Access, Possession) involving Indigenous knowledge or partnerships.

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

Quizzes/tests:	35%	
Assignments:	65%	

**Details:** n/a

Quizzes/tests: midterm (25%); weekly quizzes on reading (10%)

Assignments: simulation (20%); client assignment including final content strategy (45%)

**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.)**

The course will utilize a workshop format where students apply concepts in a lab setting each week. The course will also rely on online instruction and courses to teach basic technology skills so that the course can focus on strategic thinking and business drivers. The course also utilizes a simulation where students practice their strategic thinking and create sample digital assets.

**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	Mattar, N	Content Marketing Strategies: Planning, Creating, and Distributing Content	current
2. Simulation	Stukent	Content Marketing Simternship	
3.			
4.			
5.			

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

Internet access. Online modules (e.g. basic HTML)

**Course Content and Topics**

Module One: Understanding corporate content

- Understanding the goals and drivers related to content marketing
- Understanding the power of storytelling
- Understanding and documenting the unique digital needs of target markets in personas and user journey maps
- Develop a content management process

Module Two: Understanding Digital Assets

- Developing sample digital assets in a variety of formats
- Understanding how to strategically align personas and specific digital assets
- Designing a website architecture
- Designing the user experience
- Learning some basic tools like HTML

Module Three: Developing a social media presence (LO 6)

- Designing a social media strategy
- Applying a variety of digital assets with social media in a social media content calendar

**Module Four: Design other strategies**

- Designing an email marketing strategy
- Design a mobile application

**Module Five: Online analytics**

- Google Analytics training
- Adding page tags
- Understanding most effective content assets and formats

**Module Six: Curating and Distributing content**

- Roles and responsibilities for content development
- Update calendar process
- Governance around content, data, and privacy

Weekly quizzes (LO1-9)

Mid-term exam (LO 1-4)

Simulation (LO 3-6)

Project (LO 1-9)

**Memo for Course Changes**

To: Faculty Council, UEC Chair

From: Chemistry Department head and Department

Date: October 10, 2025

**Subject: Proposal for revision of CHEM 110 Introductory Chemistry**

*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:**

Minor improvements to the language in the learning outcomes.

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

There are no substantial changes to the learning outcomes.

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

These changes will have no effect on the other departments that require this course.

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

None, due to the minor nature of the changes.

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

This course contributes to indigenizing the academy primarily through curriculum delivery, where several aspects align with Indigenous ways of knowing. The laboratory component emphasizes experiential and hands-on learning, reflecting the importance of ***learning through doing*** and through direct engagement with the natural world. Course topics are introduced with historical and contextual background wherever possible, which follows the principle of ***inherited wisdom***, recognizing that scientific understanding builds upon the knowledge and experiences of those who came before us. ***Community and relational learning*** are fostered through in-class discussions, and also from the labs where students interact and discuss experiments and results with each other. ***Storytelling*** is incorporated by discussing the life and background of key scientists, seeing them as real people who often faced significant challenges.

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

Principles of EDI are primarily instilled in curriculum delivery. It is understood that enrolled students originate from a wide range of socio-economic, educational and personal backgrounds. To ensure students from such diverse backgrounds will receive equal opportunities to excel in the course:

- a) Some course materials (notes, problem sets, assignments, solutions) will be available to students free of charge electronically *via* the current course delivery system
- b) While the textbook and online homework are mandatory, the cost is quite reasonable at \$76. There are also only two low-cost lab materials that students must purchase.
- c) Office hours are flexible for in person or virtual discussions throughout the work week.
- d) An inclusive environment is encouraged when students work together in the lab, or on in-class problems or collaborate during SLG sessions (when available).

**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):**

The text for the course is \$76 and the lab coat and glasses are \$28.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## 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> CHEM 110		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introductory Chemistry <b>Course Short Title:</b> Introductory Chemistry														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Chemistry													
<b>Calendar Description:</b> Principles of chemical kinetics and thermodynamics, redox processes, gas laws, and chemistry of solutions, including solubility and acid-base equilibria.														
<b>Prerequisites (or NONE):</b>	(One of Chemistry 11, Chemistry 12, or CHEM 083) and (one of Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher).													
<b>Corequisites (if applicable, or NONE):</b>	NONE													
<b>Pre/corequisites (if applicable, or NONE):</b>	NONE													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every semester</b> 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>Supervised laboratory hours (science lab)</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><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>			Lecture/seminar	45	Supervised laboratory hours (science lab)	45							<b>Total hours</b>	<b>90</b>
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Supervised laboratory hours (science lab)	45													
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<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>Yes</b>														
<b>Department approval</b>		<b>Date of meeting:</b> October 10, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> October 31, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 19, 2025												

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

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

1. Describe the properties of solutions.
2. Apply the concepts of chemical equilibrium to problems involving solutions and gases.
3. Describe the properties of acids and bases.
4. Discuss the difference between strong and weak acids and bases.
5. Explain the purpose of the pH scale and use it to classify weak acids and bases.
6. Use concepts of chemical kinetics to describe the rate law of a reaction.
7. Analyze the differences between first-order and second-order chemical reactions in terms of their rate laws and kinetic behavior.
8. Explain the effect of temperature on the rate of a chemical reaction.
9. Explain how energy, enthalpy, and entropy are related.
10. Apply Hess's Law to solve thermochemical problems.
11. Explain the relationships between the simple and the ideal gas laws.
12. Describe oxidation and reduction processes.
13. Perform basic laboratory operations.
14. Demonstrate the practice of laboratory safety.

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

Final exam:	40%	Quizzes/tests/midterm:	30%	Assignments:	10%
Lab work:	20%		%		%

**Details:**

Lab grade distribution:

- Pre-lab assignments: 10%
- Report sheets: 45%
- Video technique quizzes: 5%
- Tutorial quizzes: 10%
- Lab exam: 30%

**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.*)

Lectures, labs, group problem-solving sessions.

**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	Tro, N.	Principles of Chemistry	Current
2. Other		UFV Lab Manual for CHEM 110	
3.			

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

Lab coat and safety glasses are required.

**Course Content and Topics****Solutions** (Tro, chapter 4)

Concentration. Dilution. Electrolytes and Nonelectrolytes. Arrhenius theory of electrolytic dissociation. Ionic equations. Solution stoichiometry.

**Gases** (Tro, chapter 5)

Units of pressure. Ideal gas equation. Dalton's Law of partial pressures. Basic principles of Kinetic Molecular Theory of Gases.

**Chemical equilibria** (Tro, chapter 14)

Reversible reactions. Chemical equilibrium. Equilibrium constant. Reaction quotient. Calculation of equilibrium concentrations. Factors that affect chemical equilibrium. Le Châtelier's Principle.

**Solubility** (Tro, chapter 16)

Molecular view of solution process. Enthalpy and entropy of dissolution. Solubility equilibrium. Solubility. Effect of temperature on solubility of solids and gases. Effect of pressure on solubility of gases. Solubility product. Solubility calculations. Common ion effect.

**Acids and Bases** (Tro, chapter 15)

Brønsted-Lowry theory. Conjugate acid-base pairs. Acid-base properties of water. The ion product of water. pH, pOH, and pK<sub>w</sub>. Strong and weak acids and bases. Ionization constants K<sub>a</sub> and K<sub>b</sub>. Relationship between K<sub>a</sub> and K<sub>b</sub>. Acid-base titration. Acid-base properties of salts. Hydrolysis (qualitatively). Buffers.

**Chemical kinetics** (Tro, chapter 13)

Rate of reaction. Rate laws. Rate constant. First- and second-order reactions. Principles of collision theory. Temperature dependence of the rate constant. Activation energy. Arrhenius equation. Multistep processes. Energy profiles for multistep processes. Intermediates. Rate-limiting step. Catalysis. Energy profiles for catalyzed and uncatalyzed reactions.

**Thermodynamics** (Tro, chapter 6)

Energy changes in chemical reactions. Exothermic and endothermic reactions.

Hess' Law. Thermochemical calculations.

Energy and enthalpy. Enthalpy changes in chemical reaction. Standard enthalpy of formation and reaction.

Concept of Entropy.

**Redox reactions** (Tro, chapters 4 and 18)

Oxidation number. Oxidation. Reduction. Half-reactions. Balancing redox reactions (half-reaction method; acidic and basic solutions).

Galvanic cells. Standard reduction potential. Spontaneity of redox processes.

Batteries.

Laboratory experiments will illustrate theoretical material and may include the following experiments:

1. Preparation of solutions
2. Spectrophotometric study of an unknown copper compound
3. Thermochemistry: heats of reaction
4. Chemical equilibrium: equilibrium investigations and Le Châtelier's principle
5. Equilibrium: the determination of K<sub>sp</sub> values
6. Acids, bases, and buffered systems
7. Potentiometric titrations
8. Oxidation-reduction titration
9. Investigation of gas laws
10. Factors affecting reaction rate

**Memo for Course Changes**

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Proposal for revision of CHEM 114 Principles of Chemistry II***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 changes reflect minor changes to the course delivery.
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): All changes are minor and have no effect on the learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? These changes are minor and will have no effect on the other departments that require this course as part of the B.Sc..
5. Which program areas have been consulted about the change(s)? None, due to the minor nature of the changes.
- 6.

In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: Ufv Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). This course contributes to indigenizing the academy primarily through curriculum delivery, where several aspects align with a number of indigenous ways of knowing. An important part of the course are the labs, where knowledge is gained through *practical applications* and experiential learning. The different topics are usually introduced with some historical background, which follows the principle

of *inherited wisdom*, as in science we continue to learn from the efforts of those who have gone before us. *Community engagement* comes from in-class discussions, and also from the labs where students interact and discuss experiments and results with each other. Finally, some topics are enhanced by discussing the life and background or ideas of key scientists, seeing them as real people who often faced significant challenges. In this way elements of *Storytelling* can be introduced into science with the hope that this will bring additional interest and insight to a topic.

7.

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Principles of EDI are primarily instilled in curriculum delivery. It is understood that enrolled students originate from a wide range of socio-economic, educational and personal backgrounds. To ensure students from such diverse backgrounds will receive equal opportunities to excel in the course:

- a) Some course materials (notes, problem sets, assignments, solutions) will be available to students free of charge electronically *via* the current course delivery system
- b) While the course textbook and online homework are mandatory, the cost is quite reasonable, in the range of \$90 for both 113 and 114. There are also a few low-cost lab materials that students must purchase.
- c) Office hours are flexible for in person or virtual discussions throughout the work week.

An inclusive environment will be encouraged when students work together in the lab, or on in-class problems or collaborate during SLG sessions (when available).

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): The text for both CHEM 113 and 114 is \$90, plus lab materials for \$31, and lab coat/glasses for \$28.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## 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> CHEM 114		<b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Principles of Chemistry II <b>Course Short Title:</b> Principles of Chemistry II														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Chemistry													
<b>Calendar Description:</b> Topics include chemical thermodynamics and kinetics, aqueous equilibria, and the reactivity of organic molecules.														
<b>Prerequisites (or NONE):</b>	CHEM 113.													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>CHEM 112</b> Cross-listed with: Equivalent course(s): <b>CHEM 112</b> <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every semester</b> 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>Tutorials/workshops</td> <td>12</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>102</b></td> </tr> </table>			Lecture/seminar	45	Tutorials/workshops	12	Supervised laboratory hours (science lab)	45					<b>Total hours</b>	<b>102</b>
Lecture/seminar	45													
Tutorials/workshops	12													
Supervised laboratory hours (science lab)	45													
<b>Total hours</b>	<b>102</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>Yes</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.												
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>	<b>Date of meeting:</b> June 6, 2025													
<b>Faculty Council approval</b>	<b>Date of meeting:</b> October 31, 2025													
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> December 19, 2025													

## CHEM 114

## University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Define the basic terminology, conventions, and laws of thermodynamics.
2. Explain concepts of enthalpy, entropy, and free energy, and how they relate to spontaneity and equilibrium.
3. Apply thermodynamic principles to solve problems involving simple chemical and physical systems.
4. Describe the properties and theories of acids and bases, and solve quantitative problems related to acid/base equilibria.
5. Explain the basic terminology and concepts of chemical kinetics.
6. Derive rate laws and apply them quantitatively to solve problems in chemical kinetics.
7. Explain and predict the kinetics, mechanisms, and stereochemical outcomes of organic substitution reactions.
8. Exhibit safe handling and disposal of chemicals.
9. Write formal chemistry laboratory reports.
10. Use basic chemical equipment and techniques to measure or analyze acid dissociation constants, thermodynamic values, partition coefficients, kinetic rate constants, rate orders, equilibrium constants and solution concentrations.

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

Final exam:	40%	Assignments:	10%	
Quizzes/tests/midterm:	30%	Lab work:	20%	%

**Details:****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.*)

Lectures, labs, group problem-solving sessions, computer-based problem solving.

**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	John A. Olmsted, Gregory M. Williams, Robert C. Burk.	Chemistry: 4 <sup>th</sup> Canadian Edition	2020
2. Other	Fritzke, G., Webb, J.	Chemistry 114 Lab Manual	
3. Online resource	Macmillan Learning Achieve		

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

Lab coat and safety glasses required.

**Course Content and Topics**

1. Principles of thermodynamics. Thermodynamic terminology and definitions. Gas Laws. Heat, work, enthalpy and the First Law of Thermodynamics. Entropy and the Second law of Thermodynamics. Gibbs free energy and the relationship to spontaneity and equilibrium. Application of these principles to problems involving physical and chemical systems.
2. Equilibria. Thermodynamics of aqueous equilibria, Le Châtelier's principle, and relationship to kinetics. Solubility equilibria. Brønsted Lowry and Lewis theories of acids and bases. Weak and strong acids, monoprotic and polyprotic acids, buffers, and titrations.
3. Chemical Kinetics. Concepts of reaction order and molecularity, elementary reaction steps, reaction mechanisms, rate-limiting steps, transition states and reaction coordinate diagrams. Derivation of zeroth, first, and second order rate laws and their application to chemical reactions. The effect of temperature on reaction rates.
4. Organic Chemistry. Introduction to organic reactivity through the study of nucleophilic substitution reactions of alkyl halides. Properties, kinetics, and mechanisms of SN1 and SN2 reactions of alkyl halides. Effect on substitution reaction rates of the properties of the nucleophile, leaving group, solvent, and substrate structure. Stereochemical outcomes of substitution mechanisms.

**Laboratory content:**

1. Determination of sodium, calcium and magnesium ions in a sample of seawater
2. Chemical Equilibrium: Reversible reactions and chemical equilibrium
3. Determination of an equilibrium constant
4. Potentiometric acid-base titrations and identification of a weak acid
5. Investigation of buffer systems
6. Thermodynamics: The entropy and enthalpy of solution for potassium hydrogen tartrate in water
7. Rates of Chemical Reactions: The iodination of acetone
8. Determination of the Universal Gas Constant
9. Preparation and analysis of benzoic acid
10. Extraction: The determination of a partition coefficient

**Memo for Course Changes**

To: Wade Deisman, CACC Co-Chair

From: Amber Gazso, Director, School of Culture, Media, and Society

Date: June 16, 2025

**Subject: Proposal for change of title for SOC 220. From “Feminist Perspectives on Community, Work, and Family” to “Feminism and Everyday Life”**

*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 revised in 2023. Experience teaching this course made clear that a shorter and less specified course title would be: a) further welcoming to students; and b) allow greater faculty member flexibility in teaching the course according to the curriculum and informed by their expertise in feminist scholarship.**

Changing the title does not result in a major change to this course. In feminist scholarship, the focus on everyday life includes our experiences in community, in paid and unpaid work, and our experiences within families.

The new title is also not unusual. Canadian feminist Dorothy Smith wrote the key text: *The Everyday World as Problematic: A Feminist Sociology* (1987, Northeastern University Press). This text is now in the “Text and Resource Materials” on the OCO.

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 \(ILOs\)](#): **There are changes to learning outcomes 2, 4, 5, 6, to better mirror the new title change. A new learning objective has been added to bridge the concern that a title change does not match the course as designed. This new objective is 3: “Analyze everyday life as a site of feminist exploration.”**

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)? **SOC. Note that while SOC 220 is not a prerequisite for SOC 335 (Gender and Gender Relations), SOC 331 (Sociology of Families), and SOC 435 (Sociology of Sexuality), students who take SOC 220 will be**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **N/A There are no changes being made except for the title of the course.**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **N/A There are no changes being made to the SOC 220 revised in 2023 except for the title of the course. Corresponding minor revisions to the calendar description and learning objectives have been made at the request of UEC. CACC approved the title change with very minor revisions requested.**
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 There are no changes being made except for the title of the course. Corresponding minor revisions to the calendar description and learning objectives have been made at the request of UEC. CACC approved the title change with very minor requested.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **N/A There are no changes being made except for the title of the course. Corresponding minor revisions to the calendar description and learning objectives have been made at the request of UEC. CACC approved the title change with very minor revisions requested.**

**CWC comment and response:**

- Should the revised title be “Feminism in Everyday Life” rather than “Feminism for Everyday Life”? Rationale for a title change should be meaningful. Is there actually a change in the approach of this course? If the title is changed, UEC Pre-Check recommends reflecting this in the rest of the course outline, such as the course description and learning.

*Title updated to “Feminism and Everyday Life, with additional rationale included in memo. Learning outcomes have been updated.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1995  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2030  
 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> SOC 220		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Feminism and Everyday Life <b>Course Short Title:</b> Feminism & Everyday Life														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department:</b> School of Culture, Media, and Society													
<b>Calendar Description:</b> <p>Students apply a feminist, intersectional lens to understanding people's everyday life experiences in Canada, such as in community, work, and family. Students examine gender socialization and changing participation in community, paid and unpaid work, and family behaviours. Beyond gender, students analyze everyday experiences as differentiated in relation to individuals' sexuality, race, class, Indigeneity, citizenship, and (dis)ability.</p>														
<b>Prerequisites (or NONE):</b>	SOC 101.													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> 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> PLAR is available for this course.												
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>		<b>Date of meeting:</b> June 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> October 10, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 19, 2025												

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

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

1. Apply core concepts related to feminist, intersectional lenses such as race, class, gender, Indigeneity, standpoint.
2. Explain different types of feminism.
3. Discuss how gender socialization is a life-long process.
4. Analyze everyday life as a site of feminist exploration.
5. Analyze the different feminist meanings of community, work, and family.
6. Describe people's community, work, and family experiences as informed by their social location.
7. Analyze the everyday life domains of community, work, and family in Canada and how they are shaped by social structural forces (e.g. racism, whiteness, heterosexism, ableism, etc.).

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

Quizzes/tests:	35%	Assignments:	35%	Final exam:	30%
	%		%		%

**Details:**

**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.*)

Lectures, small group activities, videos, and classroom discussion.

**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	Neis, Barbara, Murray, Christina, and Spinks, Nora (eds)	Families, Mobility, and Work	2022
2. Textbook	Nichols, Leslie	Working Women in Canada: An Intersectional Approach	2019
3. Textbook	Anderson, Kim	A Recognition of Being: Reconstructing Native Womanhood	2016
4. Other	Selected articles from academic and popular culture periodicals available through UFV library		
5. Textbook	Maracle, Lee	My Conversations With Canadians	2017
6. Article	Monture, Patricia A.	Women's Words: Power, Identity, and Indigenous Sovereignty Canadian Women's Studies 26 (34)	2008
7. Book	Smith, Dorothy	The Everyday World as Problematic: A Feminist Sociology.	1987

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

- Introduction to types of feminism and the use of an intersectional lens
- Emphasis on everyday life as a site of feminist exploration
- Feminist definitions of community, work, and family
- Feminist theories used in unpacking and theorizing differences in the experiences of community, work, and family, integrating insights from scholars working in the areas of Indigenous theory, queer theory, critical race theory, and Black and antiracist feminism
- Historical experiences of community, work, and family (given colonization, the period of European Industrialization to 1950s)
- Shifts in ideologies (e.g. gender ideologies) that shape norms and values pertaining to community, work, and family
- Patterns and social structures of inequality in community, work, and family over time (e.g. colonialism, racism, heteropatriarchy, sexism)
- Social change and broader contemporary patterns of everyday community, work, and family life

Overarching themes integrated throughout all topics:

- Difference, inequality, and power

**Memo for Course Changes**

To: Wade Deisman, CACC Co-Chair

From: Amber Gazso, Director, School of Culture, Media, and Society

Date: June 16, 2025

**Subject: Discontinuation of SOC 492/ANTH 492/MACS 492/LAS 492**

*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 no longer serves a purpose for the respective programs.**

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): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No. The discontinuation of the course applies to all programs in which the course was cross-listed.**

5. Which program areas have been consulted about the change(s)? **Consultations with ANTH, SOC, MACS, and LAS produced agreement that the course should be discontinued.**

Note: The final offering of this course will be in the Winter 2026 semester.

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei

Date: February 12, 2025

**Subject: Proposal for revision of MATH 111**

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

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

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

2. Rationale for change: *This course is overdue for review. The most significant change proposed is the revision of high school prerequisites. A recent prerequisite analysis examined student grades in MATH 111, categorized according to their prerequisite grades, over the last six years. The data provided by IR shows that only 1 in 3 students entering MATH 111 with only a B (or B+) in Precalculus 12 were successful in their first attempt at the course. This category of students makes up a significant portion of the MATH 111 population and we feel it is necessary to require more high school preparation to ensure an acceptable chance of success. The same data shows that students with a B (or B+) in Calculus 12, in addition to a B (or B+) in Precalculus 12, were successful at twice the rate. Here we are defining successful as earning a C or better, which is the necessary minimum grade to continue to MATH 112.*

*While the learning objectives and content of the course have not changed, we have made minor edits to these elements in the course outline. Course instructors have also taken steps to improve the accessibility of the course by moving to OER and favoring accessible software in favor of graphing calculators.*

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 \(ILOs\)](#): *There are no substantial changes to learning outcomes.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *MATH 111 is required of all BSc. and ASc. students. The change in prerequisite means that more students will be required to upgrade their secondary school math before completing this requirement.*
5. Which program areas have been consulted about the change(s)? *The Dean and Associate Dean of Science have been consulted regarding the prerequisite change and the potential impact on enrolment of the BSc. and ASc. Advising has also been consulted and is supportive of the change. Planning is underway to develop alternate pathways in these programs for students who enter with less mathematical preparation. MATH 110 and MATH 096 are regularly offered and serve as upgrading courses to meet MATH 111 prerequisites.*
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 \(UNDRIP\)](#).  
*Note that MATH 111 and MATH 112 form an integrated two-term sequence of courses, with methods of delivery consistent between the two courses. In both courses, learners are engaged in active inclusive environments, where students are consistently required to learn by doing. Course instructors emphasize the importance of practice and self-assessment in meeting the learning objectives. Learning in ways that are experiential and reflective, and that require time and patience, are among the [First Peoples Principles of Learning](#). In addition to considering Indigenous ways of learning, instructors also look for opportunities to present course concepts in the context of applications relevant to the local environment and people. Examples include models of population and sustainable harvesting, as well as construction of Bentwood Boxes.*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*In addition to providing supportive classroom environments, MATH 111 and MATH 112 have been made accessible in recent years through the use of materials accessible to all students. The course uses open textbooks, and an open-source web-based homework system. Instructors rely on web-based tools to support learning through graphing and computation, rather than requiring students to individually purchase graphing calculators.*
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): *With the change to open and accessible textbooks and software, there are now no additional costs for this course beyond tuition.*

**CWC comments and responses:**

- This increase in prerequisites will require notice in the calendar prior to implementation. Given these specific changes, UEC may want to discuss the timeline for notice and implementation. What semester does the department recommend that the final prerequisites be in place?

*In short, we are flexible with the timeline, but we want to be sure high school students receive advanced notice of the changes.*

*We initially envisioned moving changes to the BSc entrance requirements alongside this prerequisite change to MATH 111. In that scenario we were aiming at Fall 2027 implementation. If we stick to that timeline, incoming students can be given notice in the calendar a full year in advance, assuming changes are approved and a note is published in the calendar this year. We plan to communicate with local schools so that they can advise students bound for Science at UFV to take both Precalc and Calc 12 to maximize their preparedness for MATH 111. We also anticipate offering at least one additional section of MATH 110 for students who need to upgrade.*

- UEC Pre-Check appreciated that the Math department reviewed student success data, but felt that the supporting information was limited. There was an interest in knowing what other variables affecting grades were included in the analysis. Specific questions are below.

*We are happy to answer questions regarding our investigation, and share the data from IR if that would be helpful. The rationale provided for the prerequisite change is perhaps too brief without further context.*

*In 2023, we requested from IR a prerequisite analysis for all our first-year courses. The data for 111 showed that students using Precalculus 12 to meet the prerequisite were successful (finished with a C or better) at a 45% rate. Rather than proposing to raise the prerequisite Precalc 12 grade, we requested further data to show the difference between students with A in Precalc 12 compared to those with a B (or B+). These categories are further broken down into categories of students who also earned a B or better in Calc 12, and those who did not. The data shows clearly that students who have an A in either course (Calc 12 or Precalc 12) or a B in both courses are clearly more successful than those who have only the B (or B+) in Precalc 12. In this last group, only 1 in 3 students are successful in MATH 111.*

Specific questions:

1. The expression “twice the rate” wasn’t clear. Does it mean “2 in 3 students” were successful, or something else?

*Yes, that is correct. Two out of three Students with a B (or B+) in both Precalculus 12 and Calculus 12 are successful in MATH 111.*

2. What were the ranges of grades looked at?

*The prerequisite for MATH 111 is currently an A in Calculus 12, a B or better in Precalculus 12, or several alternative upgrading options. The data referenced includes only students who enter MATH 111 with one of these conditions met. The earlier study (2017-2023) showed that 90% of*

*students that entered MATH 111 based on a high school grade, rather than through an upgrading course. This study also showed that students with a B in Precalculus 12 had a 45% success rate in MATH 111. This prompted us to investigate success rates among this group of students more closely.*

Was there any data for students with less than a B?

*Students with less than a B in both courses would not be admissible to MATH 111 without an upgrading course. Students with a B (or B+) in Precalc 12 but less than a B in Calc 12 are represented in the data and their success rate is 33%.*

Was the performance of students with an A in Precalculus 12 looked at?

*Yes. This group's success rate is 69%, which suggests that an A in Precal 12 demonstrates adequate preparation for MATH 111.*

3. Did the investigation look at other courses students were presenting as part of their Grade 12 courses? Was there a difference in students meeting the 3-course minimum requirement (English, Math & 1 additional course) for the BSc entry and those with additional courses?

*The investigation did not include analysis including other high school grades. High school Physics grades might be a good predictor of success for MATH 111, but we also expect that those Physics 12 grades are strongly correlated with Calc 12 and Precalc12 grades.*

4. Did the investigators look at any other variables, such as School District, enhanced curriculum (AP or IB), participation or attendance at the Math and Stats Centre?

*While these are interesting questions, and we do strive to understand what factors predict success in MATH 111, I do not see the relevance to the prerequisite change proposed.*

5. As you had six years of data, did the student's major have an impact on their performance?

*We did not request analysis of MATH 111 by declared major. We do expect that success rates are different for different majors.*

6. You have left the MATH 092/093/095/096 option unchanged. Did you look at the performance of students using these as a prerequisite?

*We did look at all prerequisites in the initial 2023 investigation. Students entering MATH 111 from MATH 096 account for about 6% of 111 students, while entry from the other UUP courses is even less common (0.6% for all other UUP courses combined). Success rates for MATH 096 students are better (43%) than for students with only Precalc 12, and comparable to the current population of students who meet the B or better in Precalc 12 criterion.*

*The data did not suggest that raising the required grade in MATH 096 would have a significant impact. To address the success of these students, we aim to collaborate with UUP on identifying the gaps that exist between MATH 096 and 111.*

7. The UUP Math courses are typically considered equivalent to high school courses in prerequisites, but the proposed changes seem to indicate that they are more challenging than Precalculus 12. Has this been discussed with UUP?

*The UUP courses do not appear to be significantly more challenging than high school courses. This is the reason that we advise students to take MATH 110 to prepare for 111.*

8. Memo response #5 notes that the Dean's office and Advising have been consulted, but Pre-Check noted that MATH 111 (or MATH 141) is required for a number of ECON courses. Has Economics been consulted about this change?

*As far as I'm aware, only ECON 226 and 307 include MATH 111 as a possible prerequisite. Students traditionally use MATH 141 as the prerequisite to Econ courses since there is no trigonometry required in that course and it is tailored to business applications. I have reached out to the Economics department to confirm.*



ORIGINAL COURSE IMPLEMENTATION DATE:

May 1977

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

December 2031

Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 111	Number of Credits: 4 <a href="#">Course credit policy (105)</a>
Course Full Title: Calculus I	Course Short Title: Calculus I
Faculty: Faculty of Science	Department (or program if no department): Mathematics & Statistics
<b>Calendar Description:</b> Differential calculus of a function of one variable, in the context of elementary functions (algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic). Calculation and interpretation of limits and derivatives, applications including curve sketching, optimization, exponential growth, and related rates, and an introduction to antiderivatives.	
Note: Students are strongly recommended to take the <a href="#">UFV Calculus Readiness Test</a> prior to registration to assess their readiness for the course. Students should consult Advising to discuss options such as MATH 110 to improve readiness.	
Prerequisites (or NONE):	One of the following: (A or better in Calculus 12) or (B or better in one of Principles of Mathematics 12, Pre-calculus 12, MATH 095, or MATH 096) or (B or better in both MATH 092 and MATH 093) or (C+ or better in MATH 110) or (at least 70% on the MDPT). Note: As of September 2027, prerequisites will change to one of the following: (A or better in one of Calculus 12 or Pre-calculus 12) or (B or better in both Pre-calculus 12 and Calculus 12) or (B or better in one of Principles of Mathematics 12, MATH 095, or MATH 096) or (B or better in both MATH 092 and MATH 093) or (C+ or better in MATH 110) or (at least 70% on the MDPT).
Corequisites (if applicable):	None.
Pre/corequisites (if applicable):	None.
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b>	
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>	
<b>Date of meeting:</b> February 12, 2025	
<b>Date of meeting:</b> September 5, 2025	
<b>Date of meeting:</b> December 19, 2025	

## MATH 111

## University of the Fraser Valley Official Undergraduate Course Outline

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**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. Communicate mathematical results and computations using rigorous notation and terminology.
2. Apply theorems and perform associated calculations to evaluate limits, including one-sided limits, limits involving infinity, and indeterminate forms.
3. Determine if a function is continuous at a point by applying the definition of continuity.
4. Calculate derivatives of basic algebraic functions using the limit definition.
5. Interpret derivatives as instantaneous rates of change, in numerical, graphical, and functional contexts.
6. Calculate derivatives of algebraic combinations and compositions of elementary functions (algebraic, trigonometric, inverse trigonometric, exponential, logarithmic).
7. Apply the methods of calculus to determine key features of graphs, such as asymptotes, relative extrema, and points of inflection.
8. Apply the methods of calculus to solve applied problems involving related rates of change, optimization, exponential growth, and linear approximations.
9. Draw conclusions about functions based on major calculus theorems such as the mean value theorem, the intermediate value theorem, and Fermat's theorem.
10. Demonstrate proficiency with the use of graphing technology to explore mathematical concepts.

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

Final exam:	40%	Assignments:	10%	%
Quizzes/tests:	50%		%	%

**Details:**

To pass the course, students must achieve at least 40% on the comprehensive final exam.

**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.*)

Lectures are interspersed with problem sessions; Mathematical software will be incorporated by various means.

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

Type	Author or description	Title and publication/access details	Year
1. OER book	Feldman, Rechnitzer, & Yeager	CLP-1 Differential Calculus	2016
2. Textbook	Stewart, Clegg, & Watson	Single Variable Calculus, Early Transcendentals, 9th ed. Cengage	2021
3.			
4.			
5.			

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

Exact course content and ordering may vary slightly from year to year but will encompass the following:

1. Preliminaries:
  - a. Brief review of functions, functional notations, and graphs
  - b. Review of special functions and their graphs: power, polynomial, rational, exponential, inverse, logarithmic, trigonometric
2. Limits:
  - a. Methods and theorems for evaluation
  - b. One-sided limits
  - c. Limits involving infinity
  - d. Continuity; Intermediate Value Theorem
3. The derivative:
  - a. Interpretation of the derivative as a rate of change
  - b. Geometric interpretation of first and second derivatives
  - c. Definition of derivatives using numerical methods
  - d. Formal definition of the derivative
4. Differentiation of special functions:
  - a. Power functions
  - b. Exponential functions

**MATH 111****University of the Fraser Valley Official Undergraduate Course Outline**

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c. Product, quotient, chain rules
d. Trigonometric functions, inverse trigonometric functions
e. Implicitly-defined functions
f. Logarithmic differentiation
5. Applications of the derivative:
a. Linearization and differentials
b. Curve sketching and analysis of function behaviour; Mean Value Theorem
c. Analysis of families of curves
d. Optimization problems from various disciplines, which may include physics, chemistry, biology, population studies, economics
e. Related rates problems from various disciplines
f. Newton's method
g. L'Hôpital's rule
6. Antiderivatives
7. Polar curves and parametric functions:*
a. Polar coordinates and curves, with applications
b. Differentiation of polar curves
c. Parametric functions and applications
d. Differentiation of parametric functions

\*This content will be covered as time permits. Graphing software is particularly useful in exploring these concepts.

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head, Mathematics & Statistics

Date: February 12, 2025

**Subject: Proposal for revision of MATH 112**

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

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

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

2. Rationale for change: *This course is overdue for review. The content of the course has not changed, though we have reorganized the learning outcomes to reduce the total number. Some pairs of learning outcomes have been combined to reduce the total number (previous LOs 1 and 2, 4 and 5, 11, 12, and 15). Others have been removed because they are encompassed in another stronger outcome. Previous outcome 8 (Identify separable first-order differential equations) is arguably necessary to achieve previous outcome 9 (Solve separable first-order differential equations). Previous outcome 13 (Recognize the function represented by a power series) can be achieved through previous outcome 14 (Construct the power series representation of a function.)*

*Course instructors have also taken steps to improve the accessibility of the course in recent years by moving to OER and favoring accessible software in favor of graphing calculators.*

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 \(ILOs\)](#): *There are no substantial changes to learning outcomes.*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *One of MATH 112 or MATH 118 are required of all BSc students. MATH 112*

*is currently required by ASc. students as well, though recently proposed changes will remove that requirement*

5. Which program areas have been consulted about the change(s)? *The proposed changes will not have an impact at the program level. MATH 112 is the second course in the common first-year BSc. mathematics requirement and there have been no substantial changes in this review.*
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 \(UNDRIP\)](#).  
*Note that MATH 111 and MATH 112 form an integrated two-term sequence of courses, with methods of delivery consistent between the two courses. In both courses, learners are engaged in active inclusive environments, where students are consistently required to learn by doing. Course instructors emphasize the importance of practice and self-assessment in meeting the learning objectives. Learning in ways that are experiential and reflective, and that require time and patience, are among the [First Peoples Principles of Learning](#). In addition to considering Indigenous ways of learning, instructors also look for opportunities to present course concepts in the context of applications relevant to the local environment and people. Examples include models of population and sustainable harvesting, as well as construction of Bentwood Boxes.*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*In addition to providing supportive classroom environments, MATH 111 and MATH 112 have been made accessible in recent years is through the use of materials accessible to all students. The course uses open textbooks, and an open-source web-based homework system. Instructors rely on web-based tools to support learning through graphing and computation, rather than requiring students to individually purchase graphing calculators.*
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): *With the change to open and accessible textbooks and software, there are now no additional costs for this course beyond tuition.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 112	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Calculus II <b>Course Short Title:</b> Calculus II													
Faculty: Faculty of Science	Department (or program if no department): Mathematics & Statistics												
<b>Calendar Description:</b> Integral calculus of a function of one variable, in the context of elementary functions (algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic). Definition, properties, and evaluation of definite integrals, with applications to problems such as areas, volumes, and average value, numerical integration, improper integrals, an introduction to differential equations, polynomial approximations to functions, and sequences and series. Applications will frequently be contextualized within the natural and social sciences.													
Prerequisites (or NONE):	MATH 111 with a C or better.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>
Lecture/seminar	60												
<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>													
<b>Date of meeting:</b> February 12, 2025													
<b>Date of meeting:</b> September 5, 2025													
<b>Date of meeting:</b> December 19, 2025													

## MATH 112

## University of the Fraser Valley Official Undergraduate Course Outline

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

Building upon their knowledge of differential calculus, successful students will be able to:

1. Communicate all results and computations using rigorous notation and terminology.
2. Interpret the definite integral as an area, expressing it as a limit of Riemann sums.
3. Evaluate definite integrals using the Fundamental Theorem of Calculus in combination with other classical techniques.
4. Use definite integrals to model and solve problems in the natural and social sciences.
5. Test the convergence of improper integrals.
6. Solve separable first order differential equations.
7. Model simple real-world situations with first order differential equations.
8. Determine convergence and divergence of sequences, series, and power series.
9. Construct the power series representation of a function.
10. Demonstrate proficiency with the use of graphing technology to explore mathematical concepts.

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

Final exam:	40%	Assignments:	10%	%
Quizzes/tests:	50%		%	%

**Details:**

To pass the course, students must achieve at least 40% on the comprehensive final exam.

**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.*)

Lectures are interspersed with problem sessions; Mathematical software will be incorporated by various means.

**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	Feldman, Rechnitzer, & Yeager	CLP-2 Integral Calculus	2017
2. Textbook	Stewart, Clegg, & Watson	Single Variable Calculus, Early Transcendentals, 9th ed. Cengage	2021
3.			
4.			
5.			

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

Exact course content and ordering may vary slightly from year to year but will encompass the following:

1. Integrals:

Brief review of derivatives and antiderivatives

- Areas and distances
- Definite integrals
- indefinite integrals; Fundamental Theorem of Calculus
- approximate integration including Riemann sums, trapezoid and midpoint rules and, as time permits, Simpson's rule and/or error analysis
- improper integrals

2. Applications: constructing Riemann sums and evaluating integrals in a wide variety of settings, including

- area
- volume
- average value of a function
- further applications to be chosen from work, arc length, area of a surface of revolution, and other applications from the natural and social sciences

3. Techniques of Integration:

- integration by parts
- integration by substitution (including trigonometric substitutions)
- trigonometric integrals

**MATH 112****University of the Fraser Valley Official Undergraduate Course Outline**

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- d. integration of rational functions by partial fractions
- 4. Differential Equations:
  - a. direction fields\*
  - b. Euler's method\*
  - c. separable equations
  - d. applications to growth and decay problems, including exponential, and logistic models
  - e. modelling real-world situations with initial-value problems
  - f. further applications, as time permits: Newton's law of cooling and/or predator-prey systems
- 5. Infinite Sequences and Series:
  - a. sequences and series
  - b. series convergence tests (including divergence test, integral test, ratio test, alternating series test)
  - c. absolute and conditional convergence
  - d. power series
  - e. Taylor series\* and intervals of convergence
  - f. polynomial approximations and, as time permits, error estimation

\* While graphing software is used throughout the course, it is particularly useful in helping students explore these concepts.

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head of Math & Stats

Date: October 9, 2025

**Subject: Proposal for revision of MATH 123**

*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: *MATH 123 is due for a six-year review. The learning outcomes have been edited for clarity, and resources have been updated.*

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 \(ILOs\)](#):

*No substantial changes have been made to the learning outcomes.*

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

*MATH 123 is not a required course in any program but is an option in some programs (e.g. BA) to satisfy a quantitative literacy requirement.*

5. Which program areas have been consulted about the change(s)? *No consultation was made. The changes proposed will not impact programs that include MATH 123 as an option.*

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 \(UNDRIP\)](#).

*This course is learner-centred, inquiry and experiential-learning based, and explicitly designed to connect real-world experience with the mathematical content. The teaching of MATH 123 respectfully follows Indigenous traditions of promoting learning through engagement and building meaningful connections to the learner's lived experiences.*

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

*Diverse mathematical traditions and perspectives are valued in this course. Participation from all individuals is encouraged, and collaborative learning is promoted. Course design recognizes all people in equal measure through the common language of mathematics, while supporting a variety of learning styles (through class discussion, written assignments, and class presentations, for example).*

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): *Expected textbook cost is \$80.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 123	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Everyday Math and Stats <b>Course Short Title:</b> Everyday Math & Stats													
Faculty: Faculty of Science	Department/School: Math & Stats												
<b>Calendar Description:</b> <p>Designed for Arts and General Studies students, and anyone interested in the beauty and practical applications of mathematics and statistics in daily life. Critical thinking, problem solving, models of growth, everyday geometry, rates and percentages, normal distribution, linear regression, and personal finance are covered.</p>													
Prerequisites (or NONE):	One of the following: (C or better in one of Applications of Mathematics 11, Foundations of Mathematics 11, Principles of Mathematics 11, Pre-calculus 11, Apprenticeship Mathematics 12, Calculus 12, Geometry 12, Statistics 12, or MATH 085) or (B or better in one of History of Mathematics 11, Workplace Mathematics 11, or Apprenticeship and Workplace Mathematics 12) or (one of Applications of Mathematics 12, Foundations of Mathematics 12, Principles of Mathematics 12, or Pre-calculus 12) or (any MATH or STAT course numbered 092 or higher) or (a score of 17/25 or higher on Part A of the MSAT) or (45 university-level credits).												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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 style="padding: 2px;">Lecture/seminar</td> <td style="padding: 2px; text-align: right;">40</td> </tr> <tr> <td style="padding: 2px;">Supervised laboratory hours (computer lab)</td> <td style="padding: 2px; text-align: right;">10</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px; text-align: right;"> </td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px; text-align: right;"> </td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px; text-align: right;"> </td> </tr> <tr> <td style="padding: 2px; text-align: right;"><b>Total hours</b></td> <td style="padding: 2px; text-align: right;"><b>50</b></td> </tr> </table>		Lecture/seminar	40	Supervised laboratory hours (computer lab)	10							<b>Total hours</b>	<b>50</b>
Lecture/seminar	40												
Supervised laboratory hours (computer lab)	10												
<b>Total hours</b>	<b>50</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
Department approval	Date of meeting: September 22, 2025												
Faculty Council approval	Date of meeting: October 31, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

**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 arguments and construct counterexamples to invalid arguments.
2. Apply problem solving strategies.
3. Estimate calculations to roughly judge the value of a quantity.
4. Evaluate rates, proportions and percentages.
5. Model data with linear, quadratic, exponential, and logarithmic functions.
6. Differentiate between basic geometric concepts (point, line, plane).
7. Identify geometric measures (length, area, volume, angle).
8. Calculate basic probabilities.
9. Display, summarize, analyze, and interpret statistical data.
10. Calculate descriptive statistics.
11. Find correlation and apply linear regression model to a given set of data.
12. Calculate simple and compound interest, and present and future values for investments.
13. Calculate monthly payments, mortgages, and loans.
14. Apply the above skills and tools to model real-world situations and phenomena to make predictions and sound decisions.

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

Final exam:	40%	Assignments:	10%	%
Quizzes/tests/midterm:	40%	Project:	10%	%

**Details:**

Project includes a poster/infographic and presentation at instructor discretion. In order to pass the course, a student must achieve 40% or higher on the final exam.

**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.*)

Lectures, presentations, online text support; may be team-taught by a mathematician and statistician.

**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. Book	K. Denley & M. Hall	Viewing Life Mathematically: A Pathway to Quantitative Literacy	2023
2. Book	J.I. Brown	Mathematics for the Liberal Arts	2015
3.			
4.			
5.			

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

Graphing software (e.g., Desmos), spreadsheet software (e.g., Excel), statistical software (e.g., Minitab). Software choices will be freely available to students.

**Course Content and Topics**

1. Critical thinking and problem solving:
  - a. Thinking mathematically
  - b. Problem-solving processes and techniques
  - c. Estimating, evaluating, and interpreting information
2. Rates, ratios, proportions, and percentages:
  - a. Rates and unit rates
  - b. Proportions, ratios
  - c. Absolute and percentage changes
  - d. Unit conversions (e.g., currency, mileage, weight)
3. Mathematics of growth: models and predictions
  - a. The language of functions
  - b. Linear growth
  - c. Quadratic models
  - d. Exponential growth (and decay, e.g., depreciation)

- e. Logarithmic growth.
- 4. Everyday geometry:
  - a. Lines, planes, angles
  - b. Similar triangles
  - c. Parallel and perpendicular lines
  - d. Distances, areas, volumes (including perimeter, surface area)
- 5. Probability and statistics:
  - a. Collecting and displaying data with graphs and charts
  - b. Describing and analyzing data - calculating means, medians, and standard deviations
  - c. Calculate basic probabilities
  - d. The normal distribution
  - e. Linear regression and correlations
- 6. Personal finance:
  - a. Understanding personal finance
  - b. Understanding simple and compound interest
  - c. Savings and retirement funds
  - d. Borrowing, mortgages, and loans
- 7. As time permits, an optional topic to be chosen from the following:
  - a. Sports statistics
  - b. Graph theory (trees, matchings, networks)
  - c. Number theory (prime numbers, modular arithmetic, cryptography)
  - d. Mathematics in art (planar symmetries, tilings, isometries)
  - e. Voting and social choice (fairness, apportionment, weighted voting systems)

Students will create a poster/infographic and give a presentation on an interesting topic of their choice. Some examples of topics related to issues in Mathematics or Statistics include:

- Mathematics in architecture
- Mathematics in art (sculpture, textiles, different geometries)
- Famous math problems (math in the news, e.g., twin prime conjecture, Fermat's Last Theorem)
- Mathematics in nature (e.g., fractal geometry)
- Mathematics and music (harmonies, ratios, logarithms, and musical intervals)
- Indigenous mathematics (patterns in art and weaving, 8way math, drum making)
- Game theory (probability, expectation)
- Opinion polls and sampling (margin of error, 19 times out of 20 confidence level)
- Design of experiments (placebo effect, double-blind tests)
- Sports statistics
- Voting and apportionment
- Statistical analysis of a data set (e.g., from Stats Canada) relevant to a current issue

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head of Math & Stats

Date: August 14, 2025

**Subject: Proposal for revision of MATH 125**

*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: *MATH 125 is due for a six-year review. Minor edits were made to the learning outcomes for clarification and to distinguish between similar learning outcomes in MATH 225. Minor changes were made to relax the prerequisites. The new prerequisites reflect the change to Policy 101 made several years ago regarding how letter grades are assigned to percentages.*

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 \(ILOs\)](#):

*No substantial changes have been made to the learning outcomes.*

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

*MATH 125 is required by multiple Computing programs, including the CIS Diploma, BCIS, and BSc Computing Science. The changes proposed will not affect these programs.*

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

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

and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*Note that MATH 125 and MATH 225 form a two-term sequence of courses, with methods of delivery consistent between the courses. We identify how Indigenization of the course delivery has been given consideration in reference to <https://www.fnesc.ca/first-peoples-principles-of-learning>:*

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): Students are encouraged to learn from and help each other in class by setting time aside to work on problems together.*
- Learning involves recognizing the consequences of one's actions: Students are provided with online homework and encouraged to attempt questions from the textbook. Thus, they take responsibility for their own learning. Instructor is available for office hours to help. Learning is checked with weekly quizzes.*
- Learning involves generational roles and responsibilities: Students and instructors work through examples together in class to model problem solving techniques and pass on insights to future practitioners.*
- Learning is embedded in memory, history, and story: Instructors demonstrate and discuss how mathematical intuition comes from recalling previous examples.*
- Learning involves patience and time: Instructors emphasize in class that mathematical intuition comes from practice and experience. There is no quick fix for learning.*

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

*In addition to providing supportive classroom environments, MATH 125 has been made more accessible in recent years through the use of materials accessible to all students. The course uses open textbooks, and an open-source web-based homework system. Most instructors provide pdfs of their own outlines or completed notes, and some provide screen recordings in an effort to support students whose first language is not English.*

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): *Expected textbook cost is zero as instructors are currently using OER textbooks.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1995  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 125	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to Discrete Mathematics <b>Course Short Title:</b> Intro to Discrete Mathematics													
Faculty: Faculty of Science	Department/School: Mathematics & Statistics												
<b>Calendar Description:</b> <p>Serves as an introduction to some basic techniques in discrete mathematics, including methods of counting, recursion, and formal logic. The focus will be on formulating problems into mathematical models and on methods applicable to the analysis of these models.</p>													
Prerequisites (or NONE):	One of the following: (B or better in Applications of Mathematics 12) or (C+ or better in Principles of Mathematics 12) or (C+ or better in both Pre-calculus 11 and Geometry 12) or (C+ or better in both Pre-calculus 11 and Statistics 12) or (C or better in one of Foundations of Mathematics 12 or Pre-calculus 12.) or (C or better in both MATH 094 and MATH 095) or (one of MATH 092, MATH 096, MATH 110, or MATH 124) or (a score of 17/25 or better on Part B of the MSAT together with a score of 34/50 on Parts A and B combined).												
Corequisites (if applicable):	None.												
Pre/corequisites (if applicable):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>
Lecture/seminar	60												
<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <a href="#">[click to select]</a></p>													
Department approval	Date of meeting: June 16, 2025												
Faculty Council approval	Date of meeting: September 5, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

## MATH 125

## University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Use basic counting techniques such as addition rule, multiplication rule, and inclusion/exclusion rule for 2 or 3 sets.
2. Calculate discrete probabilities.
3. Use techniques of formal logic to establish logical equivalence and verify validity of arguments.
4. Construct statements and arguments using logical connectives and quantifiers.
5. Apply (weak) induction to simple problems.
6. Manipulate and solve 1st and 2nd degree recurrence relations.
7. Model problems using recurrence relations.
8. Use set notation and perform set operations.
9. Prove basic set properties.
10. Identify basic properties and calculate basic parameters of graphs, including trees and rooted trees.

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

Final exam:	40%	Quizzes/tests/midterm:	50%	Assignments:	10%
	%		%		%

**Details:** Students must obtain at least 40% on the final exam in order to pass this course.**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.*)

Lecture

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

Type	Author or description	Title and publication/access details	Year
1. OER	Koshy	Discrete Mathematics with Applications	2004
2. OER	Levin	Discrete Mathematics: An Open Introduction	2024
3. OER	Fortney	Discrete Mathematics for Computer Science	2021
4. Textbook	Epp	Discrete Mathematics with Applications, 5th Ed.	2019

**Course Content and Topics**

1. Counting:
  - a. Induction
  - b. Sums and products
  - c. Permutations and combinations
  - d. Binomial theorem
  - e. Inclusion/exclusion arguments
  - f. Introduction to probability
2. Recurrence relations:
  - a. Solve 1st order recurrence relations using iteration
  - b. Solve 2nd order linear homogeneous recurrence relations with constant coefficients using theorems
  - c. Use to analyze and model problems
3. Set theory:
  - a. Basic terminology and symbols
  - b. Proofs using element arguments and set law
  - c. Cartesian products
4. Logical syntax/semantics:
  - a. Informal versus formal arguments
  - b. Statement logic
  - c. Logical equivalency
  - d. Validity of arguments
  - e. Boolean algebras
  - f. Predicates
  - g. Quantified statements
5. Graphs and trees:
  - a. Definitions and basic properties for simple graphs
  - b. Walks, closed walks, trails, paths, circuits, simple circuits
  - c. Trees and their properties
  - d. Rooted trees and their properties

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head of Math & Stats

Date: August 14, 2025

**Subject: Proposal for revision of MATH 225**

*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: *MATH 225 is due for a six-year review. Minor edits were made to the learning outcomes for clarification and to distinguish between similar learning outcomes in MATH 125. Minor changes were made to relax the prerequisites based on data from Institutional Research demonstrating correlation between success in MATH 225 and MATH 125.*

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 \(ILOs\)](#):

*No substantial changes have been made to the learning outcomes.*

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

*MATH 225 is required by BSc Computing Science. As these students must also take MATH 125, the change in prerequisites will make MATH 225 easier to access.*

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

*Note that MATH 125 and MATH 225 form a two-term sequence of courses, with methods of delivery consistent between the courses. We identify how Indigenization of the course delivery has been given consideration in reference to <https://www.fnesc.ca/first-peoples-principles-of-learning>:*

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): Students are encouraged to learn from and help each other in class by setting time aside to work on problems together.*
- Learning involves recognizing the consequences of one's actions: Students are provided with online homework and encouraged to attempt questions from the textbook. Thus, they take responsibility for their own learning. Instructor is available for office hours to help. Learning is checked with weekly quizzes.*
- Learning involves generational roles and responsibilities: Students and instructors work through examples together in class to model problem solving techniques and pass on insights to future practitioners.*
- Learning is embedded in memory, history, and story: Instructors demonstrate and discuss how mathematical intuition comes from recalling previous examples.*
- Learning involves patience and time: Instructors emphasize in class that mathematical intuition comes from practice and experience. There is no quick fix for learning.*

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

*In addition to providing inclusive classroom environments, MATH 225 makes use of an accessible open-source web-based homework system to support the learning of all students. Most instructors provide pdfs of their own outlines or completed notes, and some provide screen recordings in an effort to support students whose first language is not English.*

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): *Expected textbook cost is \$140.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MATH 225		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Topics in Discrete Mathematics <b>Course Short Title:</b> Topics in Discrete Mathematics														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Mathematics & Statistics													
<b>Calendar Description:</b> Introduces students to some of the most useful types of combinatorial structures: graphs, trees, generating functions, and recurrence relations, all of which play an important role in the mathematics of computers and computation.														
<b>Prerequisites (or NONE):</b>	(C+ or better in one of MATH 112 or MATH 118) or (MATH 125 and C or better in one of MATH 112 or MATH 118).													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>50</b></td> </tr> </table>			Lecture/seminar	50									<b>Total hours</b>	<b>50</b>
Lecture/seminar	50													
<b>Total hours</b>	<b>50</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>														
<b>Department approval</b>		<b>Date of meeting:</b> June 16, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> September 5, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 19, 2025												

## MATH 225

## University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Use definitions and major theorems related to course topics.
2. Use basic counting techniques such as addition rule, multiplication rule, and general inclusion/exclusion rule.
3. Calculate permutations and combinations.
4. Construct generating functions and apply them to counting problems.
5. Solve first order linear and second order linear recurrence relations, both homogeneous and nonhomogeneous.
6. Construct chromatic polynomials for graphs.
7. Apply some standard graph theory algorithms (Dijkstra's shortest path, maximum matching, minimum weight spanning tree, etc.) to solve practical problems.

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

Final exam:	45%	Quizzes/tests/midterm:	40%	Assignments:	15%
	%		%		%

**Details:**

Students must obtain at least 40% on the final exam in order to pass this course.

**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.*)

Lecture

**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	Grimaldi	Discrete and Combinatorial Mathematics, 5 <sup>th</sup> Ed	2010
2. Textbook	Rosen	Discrete Mathematics and Its Applications, 8 <sup>th</sup> Ed	2018
3.			
4.			
5.			

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

1. Counting
  - a. The addition rule and multiplication rule
  - b. The inclusion and exclusion rule
  - c. Combinations and permutations
2. Generating functions
  - a. Definition and examples
  - b. Partitions of integers
3. Recurrence relations
  - a. The first-order linear recurrence relation
  - b. The second-order linear recurrence relation
  - c. The method of generating functions
4. Graph theory and applications
  - a. An introduction to graph theory
  - b. Basic structures: paths and cycles
  - c. Graph colouring and chromatic polynomials
  - d. Trees
  - e. Algorithms: shortest path, minimal spanning trees, and maximal matchings

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei

Date: Sept. 18, 2025

**Subject: Proposal for revision of MATH 255/ENGR 255**

*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: *MATH/ENGR 255 is due for review. The contact hours have been updated to be consistent with how the course (and all comparable MATH courses) are timetabled. The pre/corequisite of MATH 211 has been removed to make the course more accessible. The MATH 211 material used in 255 has a very specific application, which can be learned without completing the entire MATH 211 course.*

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 have not changed.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *MATH/ENGR 255 is not currently required by any UFV program.*

5. Which program areas have been consulted about the change(s)? *MATH/ENGR in the past served students in the Engineering Transfer Program. We have therefore consulted with Physics on proposed changes.*

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

*MATH/ENGR 255 is a course to with provincial standards for the course topics. It is through delivery that this course aligns with the Indigenization goals of UFV. Instructors of the course integrate applications and experiential practices so that that learners contextualize the concepts and are required to learn by doing.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*In addition to providing supportive classroom environments, MATH/ENGR 255 software used is open-source and web-based where possible to ensure that it is accessible to students.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *The cost of access to the ebook currently in use is approximately \$50.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MATH 255		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Ordinary Differential Equations <b>Course Short Title:</b> Ordinary Differential Equation														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Mathematics and Statistics													
<b>Calendar Description:</b> <p>This course provides theory and techniques needed to solve ordinary differential equations, with an emphasis on applications. Topics include first- and second-order linear differential equations, nonlinear equations, series solutions, Laplace transform methods, and linear systems of differential equations.</p>														
<p>Note: This course is offered as MATH 255 and ENGR 255. Students may only take one of these for credit.</p>														
<b>Prerequisites (or NONE):</b>	MATH 112 or B or better in MATH 118.													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	One of MATH 152/ENGR 152, MATH 221, or PHYS 221.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>ENGR 255</b> Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Annually</b> 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 style="padding: 2px;">Lecture/seminar</td> <td style="padding: 2px; text-align: right;">50</td> </tr> <tr> <td style="padding: 2px;">Supervised laboratory hours (computer lab)</td> <td style="padding: 2px; text-align: right;">0</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px; text-align: right;"> </td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px; text-align: right;"> </td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px; text-align: right;"> </td> </tr> <tr> <td style="padding: 2px; text-align: right;"><b>Total hours</b></td> <td style="padding: 2px; text-align: right;"><b>50</b></td> </tr> </table>			Lecture/seminar	50	Supervised laboratory hours (computer lab)	0							<b>Total hours</b>	<b>50</b>
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Supervised laboratory hours (computer lab)	0													
<b>Total hours</b>	<b>50</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>														
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> September 22, 2025 <b>Date of meeting:</b> October 31, 2025 <b>Date of meeting:</b> December 19, 2025												

## MATH 255

## University of the Fraser Valley Official Undergraduate Course Outline

## Page 2 of 2

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

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

1. Solve first-order differential equations by recognizing the equations as either linear, separable and/or exact.
2. Apply the Existence and Uniqueness Theorem.
3. Solve second-order homogeneous linear equations with constant coefficients and associated initial value problems.
4. Test solutions of second-order linear equations for linear independence using the Wronskian.
5. Solve second-order nonhomogeneous equations by the method of undetermined coefficients and variation of parameters.
6. Interpret vibrational models.
7. Find series solutions of second-order linear equations near an ordinary point and a regular singular point.
8. Use the method of Laplace transforms to solve differential equations involving step functions and impulse functions.
9. Solve homogeneous linear systems with constant coefficients.
10. Interpret solutions to linear systems of equations as trajectories in phase space.
11. Formulate mathematical models and use technology to solve them.

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

Final exam:	40%	Assignments:	15%	%
Quizzes/tests/midterm:	45%		%	%

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

**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.*)

Lectures and demonstrations of software for graphing and/or symbolic computations.

**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. Book	Boyce and Di Prima	Elementary Differential Equations, 11 ed.	2017
2. Book	Zill	A First Course in Differential Equations with Modeling Applications, 12 ed.	2023
3.			
4.			
5.			

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

Use of graphing software is expected.

1. Direction fields, mathematical models.
2. First-order linear and non-linear differential equations, separable equations, autonomous equations, population dynamics, exact equations, integrating factors.
3. The Existence and Uniqueness Theorem (without proof).
4. Second-order homogeneous linear equations with constant coefficients, linear independence, Wronskian, characteristic equation.
5. Nonhomogeneous equations, method of undetermined coefficients, variation of parameters, vibrational models.
6. Series solutions near an ordinary point and a regular singular point, Euler equations.
7. Laplace transform, step functions, discontinuous forcing functions, impulse functions.
8. Systems of first-order homogeneous linear equations with constant coefficients, eigenvalues, phase plane analysis.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2031  
 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.

Course Code and Number: ENGR 255	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Ordinary Differential Equations <b>Course Short Title:</b> Ordinary Differential Equation	
Faculty: Faculty of Science	Department (or program if no department): Mathematics and Statistics
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>MATH 255</b> for the official course outline.	
<b>Calendar Description:</b> This course provides theory and techniques needed to solve ordinary differential equations, with an emphasis on applications. Topics include first- and second-order linear differential equations, nonlinear equations, series solutions, Laplace transform methods, and linear systems of differential equations.	
Note: This course is offered as MATH 255 and ENGR 255. Students may only take one of these for credit.	
Prerequisites (or NONE):	MATH 112 or B or better in MATH 118.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	One of MATH 152/ENGR 152, MATH 221, or PHYS 221.
<b>Equivalent Courses</b> (cannot be taken for additional credit) Former course code/number: Cross-listed with: <b>MATH 255</b> Equivalent course(s): <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> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see <a href="#">bctransferguide.ca</a> .
Department approval	Date of meeting: September 22, 2025
Faculty Council approval	Date of meeting: October 31, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head of Math & Stats

Date: May 6, 2025

**Subject: Proposal for revision of MATH 415**

*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: *MATH 415 is due for a six-year review. The focus of the course learning outcomes has been shifted to be more applied than theoretical, though they have not been changed substantially. Corresponding minor changes have been made in the calendar description. MATH 265 has been removed as a prerequisite to the course to make it accessible to a larger cohort of students. With less theoretical emphasis in the course, we feel that MATH 265 is not necessary for students to be successful in MATH 415.*

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 \(ILOs\):](#)

*No substantial changes have been made to the learning outcomes.*

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

*MATH 415 is not a required course in any program.*

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

*Note that MATH 415 and 416 have closely related content and play a similar role in our academic programs. The method of delivery is consistent between the two courses and includes emphasis on the importance of practice and self-assessment in meeting the learning objectives. Learning in ways that are experiential and reflective, and that require time and patience, are among the [First Peoples Principles of Learning](#).*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*MATH 415 and 416 are conducted in supportive and inclusive spaces, with diverse viewpoints welcomed. Learners in these courses are encouraged to share their perspectives on course content and potential applications.*
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): *Expected textbook cost is \$80-100.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2005  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MATH 415		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Ordinary Differential Equations II <b>Course Short Title:</b> Ordinary Differential Equat II														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Mathematics and Statistics													
<b>Calendar Description:</b>  Qualitative properties of differential equations and systems of differential equations. oscillation and comparison theorems for second-order linear equations, matrix techniques for linear systems, diffeomorphisms for nonlinear systems, and stability analysis. Examples drawn from mechanical vibrations, lasers, biological rhythms, superconducting circuits, insect outbreaks and chemical oscillators.														
<b>Prerequisites (or NONE):</b>	MATH 211, MATH 255, and (MATH 152 or MATH 221).													
<b>Corequisites (if applicable, or NONE):</b>														
<b>Pre/corequisites (if applicable, or NONE):</b>														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)  Former course code/number: Cross-listed with: Equivalent course(s): <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>  Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every three years</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b>  <table border="1"> <tr> <td>Lecture/seminar</td> <td>50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>50</b></td> </tr> </table>			Lecture/seminar	50									<b>Total hours</b>	<b>50</b>
Lecture/seminar	50													
<b>Total hours</b>	<b>50</b>													
<b>Scheduled Laboratory Hours</b>  Labs to be scheduled independent of lecture hours: <b>No</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b>  PLAR is available for this course.												
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)  Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> April 28, 2025 <b>Date of meeting:</b> May 30, 2025 <b>Date of meeting:</b> December 19, 2025												

## MATH 415

## University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Discuss the proofs and relevance of fundamental theorems of ODE theory.
2. Perform linear stability analysis of fixed points of one-dimensional flows.
3. Perform phase plane analysis of linear systems.
4. Use diffeomorphisms to analyze local behaviour of nonlinear systems.
5. Convert a differential equation to an equivalent integral equation and solve by Picard iteration.
6. Sketch diagrams of different types of bifurcations such as saddle-node, transcritical, pitchfork and imperfect.

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

Final exam:	40%	Assignments:	40%	Quizzes/tests/midterm:	20%
	%		%		%

**Details:**

**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.*)

Primarily lecture based.

**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	Strogatz, S.	Nonlinear Dynamics and Chaos	2015
2. Textbook	Perko, L.	Differential Equations and Dynamical Systems	2006
3. Textbook	Hirsch, M.W., S. Smale	Differential Equations, Dynamical Systems and Linear Algebra	1974
4.			
5.			

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

1. One-dimensional flows
  - a. Flows on the line
  - b. Bifurcations
  - c. Flows on the circle
2. Two-dimensional flows
  - a. Linear systems
  - b. Phase plane analysis
  - c. Poincaré-Bendixson theory
3. Qualitative and approximate asymptotic techniques.
  - a. Saddle-Node, transcritical, and pitchfork bifurcations
  - b. Hopf bifurcations

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head of Math & Stats

Date: May 6, 2025

**Subject: Proposal for revision of MATH 416**

*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: *MATH 416 is due for a six-year review. In this review we have removed MATH 255 as a prerequisite to the course to make it accessible to a larger cohort of students. The portion of MATH 255 material required in MATH 416 is relatively small and can be introduced as needed. Minor changes have been made to the learning outcomes and calendar description.*

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 \(ILOs\)](#):

*No substantial changes have been made to the learning outcomes.*

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

*MATH 416 is not a required course in any program.*

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

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

*Note that MATH 415 and 416 have closely related content and play a similar role in our academic programs. The method of delivery is consistent between the two courses and includes emphasis on the importance of practice and self-assessment in meeting the learning objectives. Learning in ways that are experiential and reflective, and that require time and patience, are among the [First Peoples Principles of Learning](#).*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*MATH 415 and 416 are conducted in supportive and inclusive spaces, with diverse viewpoints welcomed. Learners in these courses are encouraged to share their perspectives on course content and potential applications.*
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): *Expected textbook cost is \$80-100.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MATH 416		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Partial Differential Equations <b>Course Short Title:</b> Partial Differential Equations														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Partial Differential Equations													
<b>Calendar Description:</b> First order equations, characteristics, and shocks; classification of second order equations; well-posed problems; eigenfunction expansions; maximum principles and qualitative methods. Examples drawn from gas dynamics, heat flow, and wave phenomena.														
<b>Prerequisites (or NONE):</b>	MATH 211, MATH 265, and (MATH 152 or MATH 221).													
<b>Corequisites (if applicable, or NONE):</b>														
<b>Pre/corequisites (if applicable, or NONE):</b>														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every three years</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>50</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>50</b></td> </tr> </table>			Lecture/seminar	50									<b>Total hours</b>	<b>50</b>
Lecture/seminar	50													
<b>Total hours</b>	<b>50</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.												
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>		<b>Date of meeting:</b> April 28, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 30, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 19, 2025												

## MATH 416

## University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Classify second order equations as elliptic, parabolic or hyperbolic, and discuss the main differences between the categories.
2. Determine if a given boundary value problem or initial value problem is well-posed.
3. Solve partial differential equations in finite domains with eigenfunction expansions.
4. Apply appropriate methods to construct solutions of partial differential equations on infinite domains.
5. Derive the properties of solutions using fundamental principles of PDEs, such as conservation of total energy, heat, and maximum principles.

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

Final exam:	40%	Assignments:	40%	Quizzes/tests/midterm:	20%
	%		%		%

**Details:**

**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.*)

Lectures.

**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	Strauss, Walter A.	Partial Differential Equations	2008
2. Textbook	Choksi, Rustum	Partial Differential Equations: A First Course	2022
3. Textbook	Bleecker David and Csordas, George	Partial differential equations	2018
4. OER	Ivrii, Victor	Partial Differential Equations	2022
5.			

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

- First order partial differential equations (PDE), characteristics
- Derivation of the PDE of mathematical physics: heat, wave, Laplace equation
- Classification of second order linear PDEs (canonical forms)
- D'Alembert solution for the wave equation
- Eigenfunction expansions, separation of variables for PDEs on finite spatial domains
- Maximum principles for the Laplace equation
- Heat kernel and solution of the heat equation on the real line
- Energy estimates



## MEMO

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**TO:** Dana Landry, Chair UEC  
**Copy:** David Johnston, Registrar and Executive Secretary UEC  
**FROM:** Michael Hitch, Dean of Science  
**DATE:** November 20, 2025  
**RE:** Geography and Planning Cross Listing

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The Faculty of Science has two Geography Courses that would benefit students if they were cross listed.

**Geog 260**, first offered in Fall 2022

**Geog 160**, first offered in Fall 2025

These courses were developed by UFV Geographers and Planners for students in the Bachelor of Arts, Geography Major and the recently launched Bachelor of Regional and Community Planning degree. As the Faculty of Science has proceeded with the accreditation process for the BRCP we have found that our application is strengthened by having these courses listed with the PLAN name. As they are already approved for inclusion in the BA (Geog) a reasonable approach is to have them cross listed allowing geography and planning students to work together, benefiting from different disciplinary approaches to the material.

We are aware that once cross-listed, they need to be offered together with adequate seats allocated between the two programs.

Therefore, I am in support of the application for crosslisting.

**Memo for Course Changes**

To: FSCC

From: Cherie Enns, Chair, BRCP, and Afia Raja, Head, PGES

Date: 25 April 2025

**Subject: Proposal for cross-listing Geog 160 with PLAN 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:

**Change to Geog 160:** As part of applying for accreditation from the Planning Standards Board, selected planning-focused courses in the Geography program are being shifted to cross-list with PLAN

**Course Updates** Accordingly, the following changes have been made:

- Geog 160 is to be crosslisted with PLAN 160.
- 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)?  
None outside of PGES.

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).

This course serves as a foundation course for geography and planning and will address Indigenous knowledges, values and practices in planning, and ethical practice more generally.

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

The Canadian context will highlight how diversity is an asset and a factor in the design of community settlements. In addition, students are expected to speak to integrating EDI principles into settlement studies.

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):

None generally expected.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2025  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 160	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Settlements: Why We Live Where We Do <b>Course Short Title:</b> Settlements													
Faculty: Faculty of Science	Department/School: Planning, Geography, and Environmental Studies												
<b>Calendar Description:</b> <p>Explores the relationships between people and place by examining why and how people live where they do. Considers patterns, processes, and scales of settlement within and across natural systems. Analyzes rights to access and/or control land and resources as an organizing principle for settlements. Interprets settlement patterns and placemaking and examines how effectively communities can adapt to technological and climate changes.</p>													
<p>Note: This course is offered as GEOG 160 and PLAN 160. Students may take only one of these for credit.</p>													
Prerequisites (or NONE):	None.												
Corequisites (if applicable, or NONE):	None.												
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<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>PLAN 160</b> Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>												
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<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> April 25, 2025 <b>Date of meeting:</b> May 30, 2025 <b>Date of meeting:</b> December 19, 2025												

GEOG 160

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

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

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

1. Describe how settlements emerge in relationship to and, at times, in conflict with natural systems (topography, hydrology, ecology, etc.).
2. Discuss how colonization influenced the progression of settlements, and their ongoing impacts on culture worldwide.
3. Develop preliminary assessments of settlement patterns through use of online geographic data and tools (census, Google Earth, etc.).
4. Analyze relationships between spatial trends (population growth, economic influence, land rights, and internal geographies) at local and global scales.
5. Explain how different cultures (including Indigenous cultures) influence settlement geographies through varied conceptions and systems of property (commons, private, etc.).
6. Reflect on how one's connection to home and community are shaped by cultural, environmental, and global relationships.
7. Assess the strengths and vulnerabilities of settlements in the face of changing climate and technologies.
8. Examine one's own personal and cultural biases in regard to how communities should adapt to future technological and environmental shifts.

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

Assignments:	55%	Quizzes/tests/midterm:	20%	Project:	25%

**Details:**

Assignments for this course will include:

1. Reflecting on personal geography, incorporating Google mapping tools in written response: 10%
2. Understanding, collecting, and comparing census data (Statistics Canada): 10%
3. Relating property ownership to settlement patterns (case study): 10%
4. Decolonizing settlements discussion piece: 10%
5. In-class rapid research and presentation exercises: 15%

Additional assessment:

6. 2 quizzes or midterm exam: 20%
7. Future settlement geographies group project/ presentation: 25%

**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.*)

In-person instruction consists primarily of weekly faculty presentations, seminar discussions, and workshop exercises utilizing online and observational tools. Online instruction includes synchronous course meetings, interactive online activities and data collection with course material and assessment organized in modules.

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

Type	Author or description	Title and publication/access details	Year
1. OER	Villagomez, E	The Laws of Settlement: 54 Laws Underlying Settlements Across Scale and Culture. KPU	2020
2. Article	Coates, Ta-Nehisi	The Case for Reparations. The Atlantic, June 2014	2014
3. OER	Caldaruru, A., et al.	Canadian Settlement in Action: History and Future (selected chapters). Open Education Alberta network	2024
4. Other	Harris, C.	Making Native Space. UBC Press	2003
5. Other	Wiseman, Alan	The World Without Us. St. Martin's Thomas Dunne Books	2007
6. Other	Gandhi, E. L.	Archipelago of Resettlement. UC Press	2022

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

None

**Course Content and Topics****Module 1/ Weeks 1-3:** Why we live where we do

- What if we all disappeared tomorrow? Considering the legacy of human settlement across the globe
- Our personal geographies and the footprints (palimpsests) of home(s): reflecting on our settlement histories, communities, and placemaking processes. How globalized are we and our home spaces?

- Settlements: Interdependence across multiple scales
- Geographic tools used to examine settlement sites, situations, patterns, trends, and relationships
- Building a glossary of course terminology

**Module 2/ Weeks 4-6:** Patterns of settlements across time, place, and environmental conditions

- Land as “blank slate” or land as family? Different ways of thinking of evolving human-environment relationships in settlements
- Historical perspectives on human settlement patterns (e.g., hydraulic civilizations, agricultural revolution)
- Colonization and the myth of empty space, historically and today
- Expansionism, development, and the (problematic) efforts to define, quantify, and model settlement types and hierarchies (e.g., Christaller, Innis)
- Why settlements decline or disappear, while others thrive and grow larger
- Environmental change and health within settlements

**Module 3/ Weeks 7-10:** Critical dimensions of property, claims to space, and wealth within settlements

- Beyond sedentarism and individual property rights: reframing settlement narratives using Indigenous geographies
- How private property and commons property regimes shape distinct settlement patterns, belonging, and environmental relationships
- Segregation and the reproduction of wealth within and across settlements
- Technology, mobility, and globalization as redistributors of population

**Module 4/ Weeks 11-14:** The Ecumenopolis (“one global city”) and other settlement futures

- Power, economic nationalism, and the changing shape and constitution of settlements
- Why and where settlements will disappear
- Three trends that will reshape settlements in Canada and globally:
  - Artificial Intelligence and other technologies of work/ production
  - Indigenous land claims
  - Climate change and environmental displacement
- Is the Ecumenopolis inevitable or impossible?



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2031  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

<b>Course Code and Number:</b> PLAN 160	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Settlements: Why We Live Where We Do	
<b>Course Short Title:</b> Settlements	
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Planning, Geography, and Environmental Studies
<b>Official Course Outline:</b>	
This is a cross-listed course. Please refer to <b>GEOG 160</b> for the official course outline.	
<b>Calendar Description:</b>	
Explores the relationships between people and place by examining why and how people live where they do. Considers patterns, processes, and scales of settlement within and across natural systems. Analyzes rights to access and/or control land and resources as an organizing principle for settlements. Interprets settlement patterns and placemaking and examines how effectively communities can adapt to technological and climate changes.	
Note: This course is offered as GEOG 160 and PLAN 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 (Cannot be taken for additional credit.)</b> Former course code/number: Cross-listed with: <b>GEOG 160</b> Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b> Transfer credit already exists: <a href="#">Click to select</a> Submit outline for (re)articulation: <a href="#">[click to select]</a> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>
<b>Department / Program Head or Director:</b>	<b>Date approved:</b> April 25, 2025
<b>Faculty Council approval</b>	<b>Date of meeting:</b> May 30, 2025
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> December 19, 2025

**Memo for Course Changes**

To: FSCC

From: Cherie Enns, Chair, BRCP, and Afia Raja, Head, PGES

Date: 25 April 2025

**Subject: Proposal for cross-listing Geog 260 with PLAN 260**

*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:

**Change to Geog 260:** As part of applying for accreditation from the Planning Standards Board, selected planning-focused courses in the Geography program that support other programs (such as Global Development Studies) are being shifted to cross-list with Planning courses

**Course Updates** Accordingly, the following changes have been made:

- GEOG 260 is to be crosslisted with PLAN 260.
- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

The course is an option for the Sojust students, and this change will have no impact.

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

[None outside of PGES.](#)

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 \(UNDRIP\)](#).

This course serves as an application of learning and ethical training developed through either the BRCP degree. This includes prior coursework (reflected in prerequisites) that address Indigenous knowledges, values and practices in planning, and ethical practice more generally. Applied studio projects are high-impact courses (identified as KPI) that improve employability (another KPI). These placements also deepen UFV's engagement with our communities, particularly when placements link applied research to community projects (KPI).

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

As this is an applied course, the course focuses on core topics important to all workplaces. This includes consideration of how diversity is an asset and factor in communications carried out in both the workplace and in community settings. In addition, students are expected to speak to the integration of EDI principles into planning practices and commit to respecting these principles in the applied work they do as part of the studio course.

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):

None generally expected.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2022  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2028  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 260	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Global Goals Studio: Sustainable Communities by Design <b>Course Short Title:</b> Sustainable Community Design													
Faculty: Faculty of Science	Department/School: Planning, Geography and Environmental Studies												
<b>Calendar Description:</b> <p>Introduction to the critical issues of our times including food security, climate change, biodiversity loss, sea-level rise, and sustainable land use. Exploration of land-based planning policies, scientific data, and concepts of spatial justice required to address global challenges. Applying the lens of UN Sustainable Development Goals, and specifically SDG 11 and Human Rights legislation as a global challenge statement where students work with community partners to design a response to secure more sustainable, equitable, and resilient communities.</p> <p>Note: Field trips outside of class time will be required. Please refer to the department website for scheduling information.</p> <p>Note: This course is offered as GEOG 260 and PLAN 260. Students may take only one of these for credit.</p>													
Prerequisites (or NONE):	15 university-level credits.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>PLAN 260</b> Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>												
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<b>Department approval:</b> Afia Raja <b>Date of meeting:</b> April 25, 2025													
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**Learning Outcomes)**

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

1. Acknowledge and integrate Indigenous ways of knowing into assessing sustainable development and monitoring UN-Sustainable Development Goals (SDGs) with a focus on climate change, food security, and spatial justice.
2. Identify the key elements of Agenda 2030 and SDGs from a theoretical and practical perspective and discuss their relevance to the community level.
3. Describe what "sustainability" and "sustainable development" mean in the context of community development and planning, as well as the challenges employing and operationalizing these terms through a social justice lens.
4. Examine local and regional sustainability challenges, policies, and strategies in a manner that recognizes the relationships between social, economic, cultural, political, and environmental systems.
5. Examine sustainability issues and actions at the local level, and recognize their relationships to regional, national, and global scales.
6. Identify, synthesize, and apply key theories and practices that inform the field of sustainable and resilient community development through an equity and diversity lens.
7. Engage in critical thinking on sustainability issues by reflecting on expert presentations (i.e. Indigenous elders, UN officials, local and regional practitioners, seminal researchers, and scholars).
8. Identify the skills, techniques and roles important to addressing global sustainable development challenges at local scales.
9. Work collaboratively with community or civic partners to engage in an innovative partnership to address a sustainable development challenge.
10. Assess one's own ethics and future career goals in relation to UN SDGs and sustainability frameworks.

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

Final exam:	15%	Assignments:	20%	Project:	25%
Quizzes/tests/midterm:	20%	Field evaluation:	20%		

**Details:**

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

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

This interactive and participatory course provides opportunities for discussion, problem-solving, debate, and sharing ideas with the involvement of the instructor, special guests, SLUEC faculty, community partners and all students in the class. Each module will include readings and other learning materials, discussed in a seminar format. Preparation for weekly seminars is critical to successful learning and therefore mandatory. Each class will also include dynamic learning activities where students will work with community partners to address a challenge of mutual interest with community partners. The scaffolding assignment outcome could include a local or global response to a sustainability challenge of value to the partners such as a film, website, campaign, policy brief, or report to share their recommendations for action. This course will typically be offered in a condensed semester format. Invitations to Indigenous leaders and community leaders to be given to present and/or propose a course challenge project.

Global experiential learning related to Climate Change Lab and SDG platform is to be integrated into the course as an assignment based on a partnership with world climate simulation lab.

**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. Book	Breidlid, A. & R. Krovel, ed.	Indigenous Knowledges and the Sustainable Development Agenda / Routledge	2020
2. Book	Sachs, J	The Age of Sustainable Development / Columbia University Press	2020
3. Article	UN General Assembly	UN General Assembly. Transforming our World: the 2030 Agenda for Sustainable Development. / Report No. A/RES/70/1	2020
4. Book	Dale, A	Edging Forward: Achieving Sustainable Community Development / Fernweh Press	2018
5. Book	Dale, A., Foon, R., Herbert, Y., & Newell, R	Community Vitality: From Adaptation to Transformation / Fernweh Press	2014

**Course Content and Topics**

Module 1: Sustainable development: history of the concept, theory, and frameworks (SDGs) and movements for change

Module 2: Sustainable development and systems thinking (interconnected and multi-scalar challenges); introduction to human centered design

Modules 3-6: Critical challenges for sustainable community development (climate change, ecosystem health, food security, sense of place, community health, and livability); introduction to community challenge; sustainability challenge focus

Module 7: Strategies and approaches to sustainable community development (climate change mitigation and adaptation, green infrastructure, land-use planning, and policy)

Module 8: Social capital, empowerment, and participatory processes

Module 9-10: Critical community project: human centered design strategy

Module 11-13: Project presentations and reflection



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<b>Course Short Title:</b> Sustainable Community Design	
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<b>Official Course Outline:</b>	
This is a cross-listed course. Please refer to <b>GEOG 260</b> for the official course outline.	
<b>Calendar Description:</b>	
Introduction to the critical issues of our times including food security, climate change, biodiversity loss, sea-level rise, and sustainable land use. Exploration of land-based planning policies, scientific data, and concepts of spatial justice required to address global challenges. Applying the lens of UN Sustainable Development Goals, and specifically SDG 11 and Human Rights legislation as a global challenge statement where students work with community partners to design a response to secure more sustainable, equitable, and resilient communities.	
Note: Field trips outside of class time will be required. Please refer to the department website for scheduling information.	
Note: This course is offered as GEOG 260 and PLAN 260. Students may take only one of these for credit.	
<b>Prerequisites (or NONE):</b>	15 university-level credits.
<b>Corequisites (if applicable, or NONE):</b>	None.
<b>Pre/corequisites (if applicable, or NONE):</b>	None.
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> Former course code/number: Cross-listed with: <b>GEOG 260</b> Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>
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**Memo for New Course**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Amanda McCormick, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: September 15, 2025

**Subject: Proposal for new course CRIM 217: Family Violence**

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

**1. Rationale for new course, including how this course fits into the program(s):**

CRIM 217 has been running as a special topics course (CRIM 214g) for the past several years. Given its popularity and relevance to the program, we wish to assign a permanent dedicated course number.

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

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

This course aligns with numerous program learning outcomes, including:

- a. Understanding the major concepts, theoretical perspectives and public policy response in criminology, law or criminal justice: we define and discuss different forms of violence that can occur amongst people living in a shared domicile or connected to each other by virtue of their intimate or family relationships, causes for violence in these relationships, and policies that exist to prevent and intervene in these different forms of violence
- b. Understand the history, current trends, and reforms in criminology, law, and/or criminal justice: we discuss how the criminal justice system has shifted its perception of family violence as a private family matter to issues that are of concern to the public and what this has meant in terms of law reform and changes in training and practice for the criminal justice sector
- c. Assess and analyze competing theoretical perspectives: we discuss the gender-symmetry debate and how it leads to varied understanding about the prevalence of intimate partner violence. We examine different theoretical explanations for different forms of family violence, drawing on psychological, sociological, developmental, and environmental theories
- d. Use critical and creative thinking to identify, define, and solve problems, their causes, and examine and evaluate solutions: students are given assignments where they apply what they are learning through case studies where they identify risk and develop safety plan suggestions to reduce risk

- e. Assess the credibility and apply academic and scholarly information from diverse sources: students write a term paper where they must collect and evaluate sources of information on a topic they have selected in the area of family violence
- f. Communicate proficiently: students must write a term paper, and must articulate the reasons for their decision making in the case study assignment. Students will also participate in class discussions and write short answers to discussion questions
- g. Be aware of and respect different intellectual philosophies and diverse identities, cultures, and approaches to justice with a focus on Indigenous peoples and decolonization: students learn about how Indigenous cultures define and understand family violence and Indigenous-led initiatives to prevent and reduce the occurrence of family violence

This course also meets many of the ILOs, including applying knowledge and competencies proficiently (reading a range of different sources of information about family violence in Canada, which they use to inform written papers and complete case studies); examine critically and holistically (draw on multiple perspectives and experiences to understand the various causes of family violence and how to reduce these trends through relevant policies and programs); communicate effectively (oral discussions and written papers); engage with Indigenous Knowledge Systems (read Indigenous-authored papers presenting Indigenous perspectives on the causes and appropriate solutions for family violence); Advocate for Equity, Diversity, and Inclusion (students learn about the numerous barriers to leaving abusive relationships and how these are compounded for marginalized populations, students discuss strategies to support loved ones experiencing violence; we discuss alternatives to justice for those unable or unwilling to formally involve the criminal justice system in their experiences of violence); and Engage in reflection for action (students are asked to reflect on how they will use the information gained in the course both professionally and personally, for example, how they might support someone who discloses experiences of violence)

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

No

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

None

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

n/a

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

Several readings are provided from Indigenous authors and/or referenced in the lecture materials. Indigenous statistics, perspectives, and solutions are discussed throughout the entire course. For example, we discuss how Indigenous people view violence more holistically, impacting not only the affected individual but their relations and broader community. We also address colonization and intergenerational transmission of violence during the weeks on child abuse and sexual violence. We specifically discuss why Indigenous peoples face unique barriers to reporting violence to the police and child welfare systems, and address alternatives such as community-based restorative responses. Guest speakers will include those from Indigenous communities (e.g., Qwí:qwelstóm). In-class activities and assessments will include reflection on learnings and group-based activities.

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

Students are given freedom to choose a topic to write for their paper assignment, so long as it is in the area of family violence and includes reference to the Canadian context. Lectures will involve a variety of approaches, including traditional lecture, classroom and small group discussion, guest speakers, in-class activities, and videos. One of the assignments involves a case study where students can apply what they have learned through their readings and lectures. In-class activities also include small stake case study activities that can be done in groups. The curriculum involves a range of content, including on and from Indigenous and South Asian populations. Students are given clear written instructions on expectations for their assignments and how they will be graded, and examples are provided via video recordings or sample assignments posted online. Holistic assessments will be used where students will be asked to reflect on and critique their learning journey in the course.

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

n/a

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

n/a – all readings are accessible online or through the UFV library

**CWC comment and response:**

- Should the prerequisites include a course from CRIM or another relevant discipline, such as SOC?  
*We don't feel that a course pre-requisite is necessary because this is an introductory level course and another course/discipline isn't necessary for foundational knowledge.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 217	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Family Violence <b>Course Short Title:</b> Family Violence													
Faculty: Faculty of Social Sciences	Department/School: CRIM												
<b>Calendar Description:</b> <p>Introduces the phenomena of family (domestic) violence, such as child abuse, elder abuse, and “honour”-based violence, with a focus on intimate partner violence (IPV) in Canada. Prevalence rates, contrasting theoretical perspectives, consequences of family violence, and Indigenous and non-Indigenous criminal justice and community perspectives and strategies to prevent, intervene in, and respond to family violence are discussed.</p>													
<p>Note: Students with credit for CRIM 214G cannot take this course for further credit.</p>													
Prerequisites (or NONE):	9 university-level credits.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>CRIM 214G</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> September 10, 2025 <b>Date of meeting:</b> October 10, 2025 <b>Date of meeting:</b> December 19, 2025												

CRIM 217

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Describe the prevalence and forms of intimate partner violence in Canada.
2. Articulate theoretical explanations of intimate partner violence.
3. Critique the criminal justice system response to intimate partner violence.
4. Examine the over-representation of family violence among Indigenous populations due to colonization, residential schools, and the intergenerational transmission of trauma.
5. Discuss the prevalence, major forms, and theoretical explanations for other forms of family violence, including child abuse, elder abuse, and "honour"-based violence in Canada.
6. Identify strategies, programs, or other initiatives to reduce risk for family violence, including Indigenous-led initiatives.

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

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

**Details:**

Assignments include term paper outlines, term papers, and in-class activities. The project is a case study assignment. Exams include a midterm and final exam.

**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.*)

Lectures, discussion, 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. OER	Conroy	Family violence in Canada: a statistical profile 2018	2019
2. Article	Goulet et al.	Understanding the environment: domestic violence and prevention in urban Aboriginal communities. <i>First Peoples Child &amp; Family Review</i> , 11(1): 9-23.	2016
3. Article	Aujla	"It was like sugar-coated words": revictimization when South Asian immigrant women disclose domestic violence. <i>Affilia: Journal of Women and Social Work</i> , 36(2): 182-203.	2021
4. Article	McDonald	The mistreatment of older Canadians: findings from the 2015 national prevalence study. <i>Journal of Elder Abuse &amp; Neglect</i> , 30(3): 176-208.	2018
5. Article	McKenzie et al.	Disrupting the continuities among residential schools, the Sixties Scoop, and child welfare: an analysis of colonial and neocolonial discourses. <i>The International Indigenous Policy Journal</i> , 7(2): 1-24.	2016

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

Not applicable

**Course Content and Topics**

- Definitions and prevalence of IPV
- Nature and outcomes of IPV in equity-seeking populations, including Indigenous peoples, immigrants to Canada, 2S/LGBTQIA+ populations, and individuals with disabilities
- Theories and typologies of IPV
- Definition and prevalence of stalking and criminal harassment
- Definition and prevalence of strangulation
- Consequences of IPV for victims and children and barriers to reporting victimization
- Police responses to IPV
- Court and community responses to IPV
- Elder abuse
- Child abuse
- Sexual violence
- "Honour"-based violence

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Amanda McCormick, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: September 29, 2025

**Subject: Proposal for revision of CRIM 210 (Youth Crime and the Youth Justice System in Canada)**

*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: Course content and topics updated

2. Rationale for change:

As part of its six-year review, the calendar description, and learning outcomes have been revised to improve readability, update the course to address Indigenization (e.g., the need to decolonize the youth justice system), and ensure better alignment with how the course is currently structured and taught. The change to the pre-requisites of 9 university-level credits is to ensure that students have some foundational knowledge and writing skills to better prepare them for second-year courses. For program students, the School advises that they take CRIM 100, CRIM 103, and CMNS 125 or ENGL 105 in their first semester. Students typically follow this plan, which would then provide them with the appropriate foundational skills. For non-program students, we expect that they will take at least one writing course and one introductory course, which would then provide them with some appropriate foundational skills.

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 have not been substantially changed. One new learning outcome has been included and another has been revised to address Indigenization, decolonization, and reconciliation.

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 overrepresentation of Indigenous youth in the youth justice and child welfare systems, and the causes of this overrepresentation, are discussed throughout the duration of the course (e.g., ongoing impacts of colonization and the intergenerational transmission of trauma). Students are exposed to the work of Dr. Lisa Monchalin and Tamara Starblanket, the UN Declaration on the Rights of Indigenous Peoples, the TRC's Calls to Action, and the Missing and Murdered Indigenous Women and Girls Final Report. Initiatives to reduce the criminalization of Indigenous youth are discussed, including Gladue Reports, the introduction of First Nations courts, Stó:lō Nation's Qwí:qwelstóm Justice Program, and diversion away from the criminal justice system into restorative justice programs. Students are provided with an additional reading that forms the basis of their discussion this week (an article by Cesaroni et al., 2019, on the "Overrepresentation of Indigenous youth in Canada's criminal justice system: perspectives of Indigenous young people").

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
 There are several ways that this course considers EDI challenges among students. This course is frequently offered online as an asynchronous course, which increases accessibility to students who may experience challenges with regularly coming to campus (e.g., PowerPoint lectures that are recorded with a voice over; written notes provided for those who require them). The assignments challenge students in different ways, with a mix of written (case study) and visual (infographic) approaches. Students are provided with flexible learning components, including up to 12 self-assessment tests which they can complete to earn up to 10 marks towards their final grade, weekly discussion components that they can complete at any point during the week, and optional bonus assignments in several weeks. The course content also reflects principles of EDI by including substantial discussion on a wide range of affected populations, including Indigenous and racialized youth and youth who are vulnerable due to their earlier experiences or due to their identities (exposure to childhood trauma, experience in the foster care system, experiences with mental health issues, 2S/LGBTQ youth, youth who may be living unsheltered, or youth who may be involved in sex work), in addition to the work of Indigenous and racialized scholars.

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): Textbooks cost between \$55 to \$120.

**CWC comment and response:**

- Is there data to support the prerequisite change, showing that students without this are not successful?

*We don't have data to support the pre-requisite change, but it is something that's been raised by faculty anecdotally. We would like to implement this to be consistent with the changes we've made for all our other second-year courses.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 210	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Youth Crime and the Youth Justice System in Canada <b>Course Short Title:</b> Youth Crime & Youth Justice Sys													
Faculty: Faculty of Social Sciences	Department (or program if no department): CRIM												
<b>Calendar Description:</b> <p>Provides an analysis of the nature, prevalence, characteristics, and consequences of youth crime in Canada. Provides an overview of the historical development of Canada's juvenile justice and child protection systems, and reviews current political, social, legal, and criminological issues associated with youth crime in Canada.</p>													
Prerequisites (or NONE):	None. Note: As of January 2027, prerequisites will increase to 9 university-level credits.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number: NONE        Cross-listed with: NONE        Equivalent course(s): NONE  <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></p>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b></p> <p>Maximum enrolment (for information only): <b>36</b></p>													
<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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
Department approval	Date of meeting: November 13, 2024												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

**Learning Outcomes**

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

1. Articulate a working knowledge of the Youth Criminal Justice Act.
2. Describe the history of Canada's juvenile justice system.
3. Explain the differences between youth justice legislation and child protection legislation.
4. Discuss the prevalence and nature of youth crime in Canada.
5. Analyze the overrepresentation of Indigenous youth in police, court, and corrections data.
6. Apply theoretical explanations of youth crime.
7. Describe policies and practices to decolonize the youth justice system and reduce the criminalization of Indigenous, racialized, and marginalized youth.
8. Assess critically the strengths and weaknesses of Canada's youth justice system.

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

Quizzes/tests:	50%	Assignments:	50%	%
	%		%	%

**Details:**

Assignments may include term paper, critical analysis thought papers, infographics, presentations, in-class writing assignments, and self-assessments.

**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.)**

Lectures, discussions, and guest speaker presentations.

**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	Gorkoff et al.	Youth Justice: A Canadian Overview	2024
2. Indigenous knowledge	Truth and Reconciliation Commission of Canada	Calls to Action	2015
3. Textbook	Reid, S., & Bromwich, R.	Youth and the Law, 5th Edition, Emond	2024
4. Article	Cesaroni, C., Grol, C., & Fredericks, K.	Overrepresentation of Indigenous youth in Canada's criminal justice system: Perspectives of Indigenous young people. Australian and New Zealand Journal of Criminology, 52(1), 111-128.	2019
5. Indigenous knowledge	Starblanket, T.	Suffer the little children: Genocide, Indigenous Nations and the Canadian state	2018

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

- Historical views on youth delinquency
- Canadian youth justice legislation – from the Juvenile Delinquents Act to the Young Offenders Act.
- Youth crime rates in Canada; media and youth crime
- Theories of youth crime
- Indigenous youth
- Impacts of colonization and intergenerational transmission of trauma
- Initiatives to reduce the criminalization of Indigenous youth
- Female youth
- Mental health and substance use
- Racialized youth
- The Youth Criminal Justice Act (YCJA)
- The YCJA: Police and Crown
- YCJA: Courts and sentencing
- YCJA: Corrections
- Restorative justice

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: October 8, 2025

**Subject: Course Revision of CRIM 490 (Honours Thesis Development)**

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

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

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

2. Rationale for change: As part of its six-year review, minor changes have been made to update the calendar description and learning outcomes. In addition, the examples of texts and resource materials have been updated.

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 \(ILOs\)](#): There have been no substantial changes to the learning outcomes. Some of the wording has been revised to be more concise and an additional learning outcome has been added to address Indigenization.

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 \(UNDRIP\)](#).  
In addition to including a learning outcome that focuses on Indigenization, students work directly with their supervisor to design a research project that is of interest to them and relevant to the field of criminology and criminal justice. In designing research methods and data analysis, students are expected to integrate Indigenous forms of data collection and analysis.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
In addition to including a learning outcome focused on racialized groups and marginalized populations, students work directly with their supervisor to ensure their research proposal and literature include diverse authors and sources of information, in addition to considering EDI principles in the development and creation of their research methodology and data analysis. For example, integrating trauma-informed interview practices when investigating sensitive topics and considering diverse ways of disseminating the findings meaningfully to participants that go beyond academic presentations at student research days.
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): Textbook costs range from \$50 to \$200.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> CRIM 490		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Honours Thesis Development <b>Course Short Title:</b> Honours Thesis Development														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> CRIM													
<b>Calendar Description:</b> <p>Provides an opportunity to develop a research proposal consisting of a comprehensive critical review of the literature and a data collection instrument related to an honours thesis project and complete a request for ethical review and minimal risk checklist.</p>														
<b>Prerequisites (or NONE):</b>	Acceptance into the Criminal Justice Honours program and permission of a faculty supervisor.													
<b>Corequisites (if applicable, or NONE):</b>														
<b>Pre/corequisites (if applicable, or NONE):</b>														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>Yes; cannot be repeated for credit</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>6</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>			Supervised directed learning (directed studies only)	60									<b>Total hours</b>	<b>60</b>
Supervised directed learning (directed studies only)	60													
<b>Total hours</b>	<b>60</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes														
<b>Department approval</b>		<b>Date of meeting:</b> October 8, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 7, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 19, 2025												

**Learning Outcomes**

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

1. Apply relevant theory and research methods used in the social sciences to the identified topic.
2. Critically review previously conducted research.
3. Respond to potential ethical concerns in research.
4. Create research questions.
5. Develop a data collection instrument.
6. Integrate issues related to Indigenous Peoples, racialized groups, and/or marginalized populations into the theoretical framing, research questions, methodology, and data collection.
7. Complete research ethics forms.
8. Design a research project to carry out in CRIM 491.

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

Assignments:	100%	%	%
	%	%	%

**Details:**

Assignments include a research proposal (50%), research ethics forms (10%-25%), and data collection instruments (25%-40%).

**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.*)

Independent study with a faculty supervisor

**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. Online resource	Secretariat on Responsible Conduct of Research	Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2	2022
2. Textbook	Babbie, E., Wagner-Huang, W.E., & Zaino, J.	Adventures in Social Research: Data Analysis Using IBM SPSS Statistics, Sage Publications	2022
3. Textbook	Creswell, J.W., & Poth, C.N.	Qualitative Inquiry and Research Design: Choosing Among Five Approaches, Sage Publications	2024
4.			
5.			

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

- Critically reviewing literature
- Identifying research gaps
- Developing research questions
- Social science theories
- Methods of social science research
- Research ethics
- Creating data collection instruments
- Quantitative and qualitative research methods
- Collecting data
- Developing research proposals

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: October 8, 2025

**Subject: Course Revision of CRIM 491 (Honours Project)**

*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: As part of its six-year review, minor changes have been made to update the calendar description and learning outcomes. In addition, the examples of texts and resource materials has been updated.

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 \(ILOs\)](#): There have been no substantial changes to the learning outcomes. Some of the wording has been revised to be more concise, an additional learning outcome has been added to address Indigenization, and an additional learning outcome has been added to address what is expected as part of their presentation.

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 \(UNDRIP\)](#).

In addition to including a learning outcome that focuses on Indigenization, students are expected to evaluate the implications of their findings for Indigenous Peoples and, if appropriate, consider ways to work collaboratively with Indigenous Peoples in the collection and reporting of data.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
In addition to including a learning outcome focused on racialized groups and marginalized populations, students are expected to consider EDI principles in data analysis and the implications of their findings for racialized groups and marginalized populations. If appropriate, students will also consider ways to disseminate the findings in a meaningful and relevant format to racialized groups and marginalized populations. Lastly, students are encouraged to consider diverse forms of disseminating the data that are accessible to a broad audience.
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): Textbook costs range from \$50 to \$200.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 491	Number of Credits: 6 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Honours Project <b>Course Short Title:</b> Honours Project													
Faculty: Faculty of Social Sciences	Department (or program if no department): CRIM												
<b>Calendar Description:</b> <p>Provides an opportunity to collect and analyze data for an honours thesis proposal developed in CRIM 490 and to disseminate the research findings in a research paper and public presentation.</p>													
Prerequisites (or NONE):	Acceptance into the Criminal Justice Honours program, permission of a faculty supervisor, and CRIM 490.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>Yes; cannot be repeated for credit</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>6</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>90</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>	Supervised directed learning (directed studies only)	90									<b>Total hours</b>	<b>90</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: <p>This is part of the Criminal Justice Honours program and involves a unique research project designed in consultation with a UVF Criminology and Criminal Justice faculty member.</p>
Supervised directed learning (directed studies only)	90												
<b>Total hours</b>	<b>90</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
Department approval	Date of meeting: October 8, 2025												
Faculty Council approval	Date of meeting: November 7, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

**Learning Outcomes**

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

1. Carry out a research project designed in CRIM 490.
2. Analyze collected data quantitatively and/or qualitatively.
3. Produce a final research report.
4. Deliver the results of a research project in an academic presentation.
5. Respond to questions and critique of a research project in an academic setting.
6. Demonstrate an advanced level of interpretation and analysis of social science phenomena, methods, and theories that closely meet the expectations for acceptance into a graduate program.
7. Evaluate the implications of the findings for research questions related to Indigenous Peoples, racialized groups, and/or marginalized populations.

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

Project:	100%	%	%
	%	%	%

**Details:**

Project involves a written research report (70%-80%) and an oral presentation of findings (20-30%).

**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.*)

Independent study with a faculty supervisor.

**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	Babbie, E., Wagner-Huang, W.E., & Zaino, J.	Adventures in Social Research: Data Analysis Using IBM SPSS Statistics, Sage Publications	2022
2. Textbook	Creswell, J.W., & Poth, C.N.	Qualitative Inquiry and Research Design: Choosing Among Five Approaches	2024
3.			
4.			
5.			

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

The following may be required, depending on the project specifics: Excel; NVivo; SPSS

**Course Content and Topics**

Course content will vary by project.

- Exploring recruitment approaches and research methodologies
- Developing a thesis statement
- Ethical principles
- Data analysis tutorial (e.g., review of SPSS, introduction to NVivo)
- Academic writing
- Communicating research findings
- Limitations and future directions of research findings
- How to prepare an academic presentation

**Memo for Program Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: October 8, 2025

**Subject: Program change (Bachelor of Arts Criminal Justice Honours)****1. Summary of changes (select all that apply):**

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

2. Rationale for change(s): The inclusion of CRIM 321 (Qualitative Research Methods) as a pre-requisite is to recognize that both quantitative and qualitative research and data analysis skills are required for best practice.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to Indigenizing the curriculum? For the two courses the comprise the Honours program, additional learning outcomes have been included that are specific to Indigenization.
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? We do not expect any impact on enrolment. There are only a one or two students every couple of years that opt to do an honours degree and students in the past have always completed CRIM 321 prior to applying for the program.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

Please see the attached memo from the Dean that there are no budgetary implications.

# Criminal Justice Honours (for BA (Criminal Justice) students)

The Honours program provides Criminal Justice students with an opportunity to design and carry out their own research project under the supervision of a faculty member. This program is ideal for students intending to pursue post-baccalaureate programming, such as graduate studies or law school.

## Entrance requirements

Once students have completed 90 credits (approximately three full years of study) with a minimum GPA of 3.33 in all courses required for program completion and a minimum grade of B+ in each of CRIM 220, [CRIM 310](#), CRIM 320, and [CRIM 321310](#), they are eligible to apply for entry into the Criminal Justice Honours program.

Interested students are encouraged to seek out information and advice on the honours program from the School of Criminology and Criminal Justice faculty and/or Program Advisor as early as possible in their studies, and to apply to the honours program at the earliest possible entry date.

## When to apply

Applications must be received by May 15 for a September start date, or September 15 for a January start date for honours studies.

## How to apply

Students will need to provide the following to the School of Criminology and Criminal Justice Program Advisor:

- A Criminal Justice Honours program application form (available from the School of Criminology and Criminal Justice Program Advisor or online at [ufv.ca/criminology](#)), signed by the faculty supervisor.

- A copy of their transcripts (unofficial is acceptable).
- A 300-500 word statement outlining their research topic.

Students should speak to potential faculty supervisors in advance of applying to the honours program and should have their supervisor sign their application form.

Students can contact the School of Criminology and Criminal Justice Director for guidance on selecting a faculty supervisor.

## Program requirements

The honours can be completed within the 12~~01 or 122~~ credits of the **Bachelor of Arts (Criminal Justice) degree**. As part of these credits, honours students must complete CRIM 490 (Honours Thesis Development) and CRIM 491 (Honours Project) consecutively. These courses are primarily student-driven, though the student and faculty supervisor are expected to meet on a regular basis throughout the semesters. During these courses, students will design and complete a research project. See the **course descriptions** for more details.

## Review and continuance

Prior to enrolling in CRIM 491 (Honours Project), each honours student will need to meet with their honours supervisor to assess their progress in the program and ensure preparedness for data collection. At this time, students should submit updated transcripts to their ~~supervisor~~ **Program Advisor** for review. Students must maintain a minimum CGPA of 3.33 in their final year of study.

## Graduation requirements

In addition to meeting the requirements for a **Bachelor of Arts (Criminal Justice) degree**, successful completion of a research project and honours thesis is required prior to graduation with an honours designation. The honours research project, which will be developed in consultation with a faculty supervisor, will demonstrate students' skill and knowledge in a given area of criminology and criminal justice.

The research project will be designed during CRIM 490 and carried out in the subsequent semester in CRIM 491.

Honours students are expected to present their thesis research in one of several settings; students are encouraged to present the findings of their research at a professional or university conference, at UFV's Student Research Day, or in another academic venue. Alternative presentation arrangements may be made in consultation with the honours supervisor.

Students will receive a letter grade, recommended by their supervisor, for each of CRIM 490 and CRIM 491 based on their successful design and completion of a research project. A minimum GPA of 3.33 in CRIM 490 and CRIM 491 must be met to graduate with an honours designation.

## Course listings

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

**Memo for New Course**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Molleen Shilliday, Head of Modern Languages

Date: August 18, 2025

**Subject: Proposal for new course** Special Topics in French (FREN 260)

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

1. Rationale for new course, including how this course fits into the program(s):

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

In March 2025, MOLA conducted a series of focus groups with current UFV French students. One of these focus groups gathered second-year students currently enrolled in the French program. Students were asked about their satisfaction regarding course offerings: they expressed their preference for more options in second year. Suggestions made by students included: literature courses focusing on different genres, a francophone popular culture course, a professional workplace French course, a creative writing course in French, a theatre course in French, and much more. Based on this feedback, MOLA believes a Special Topics course with letter designations is the best solution. This course would replace one of our current yearly offerings (FREN 225, FREN 242, FREN 245) every other year.

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

While each iteration of the Special Topics course will be different, MOLA will align each iteration with UFV's ILOs more precisely when it goes through the Special Topics approval process.

Here is a general overview of how the Special Topics learning outcomes align with UFV's ILOs:

1. Apply key concepts of the special topic through informal discussions and/or formal presentations.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically; 3) Communicate Effectively; 4) Lead Collaboratively and 5) Engage with Indigenous Knowledge Systems
2. Identify and analyze representative texts of the special topic.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically and 5) Engage with Indigenous Knowledge Systems
3. Write analysis of the special topic using appropriate scholarly conventions and research methods.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically and 3) Communicate Effectively
4. Conduct guided research using secondary sources to inform written and oral work.	Contributes to ILOs: 5) Engage with Indigenous Knowledge Systems; 6) Contribute Locally and Globally; 7) Advocate for Equity, Diversity, and Inclusion and 8) Engage in Reflection for Action

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

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

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

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

MOLA is dedicated to bringing Indigenous ways of knowing into the classroom through course content and teaching methods employed. Teaching topics in French in a Canadian setting must always include an acknowledgement of the relationship between French settlers and Indigenous peoples in Canada and elsewhere. This includes discussions with students regarding ways to fulfill our commitment to reconciliation and decolonization. For each iteration of the course, the ways the material is presented, and the assignments will recognize the importance of Indigenous knowledge and the importance of Indigenous languages to French-language learners as it is a settler and colonizer language.

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

Topic selection for each iteration of the Special Topics class will carefully consider principles of equity, diversity, and inclusion. All topics in French call for a broad overview of linguistic diversity (accents, regionalisms, familial versus standard French) and the importance of equity and inclusion. Pedagogically, the courses are designed to be inclusive and equitable as all second-year courses in French are textbook-free (lowering costs for students) and use technology to promote accessibility such as Learning Branch and Brightspace.

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

This course would replace one of our current yearly offerings (FREN 225, FREN 242, FREN 245) every other year. A lab would not be required.

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

0\$

**CWC comment and response:**

- Course descriptions for FREN 260 and FREN 360 are identical, and learning outcomes are nearly identical. Can these be further differentiated?  
*Learning outcomes have been updated.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2025  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: FREN 260	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Special Topics in French <b>Course Short Title:</b> Special Topics in French													
Faculty: Faculty of Humanities	Department/School: Modern Languages												
<b>Calendar Description:</b> <p>Students study a topic in Francophone literature, culture, language, education, or linguistics. They develop their presentation skills, engage in in-depth class discussions, and complete an independently researched final paper or project. All course content, instruction, and assignments are in French, and the course is designed as an immersive experience.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.</p> <p>Note: This course is equivalent to CEFR level B2.</p>													
Prerequisites (or NONE):	One of FREN 215, FREN 261, or FREN 230.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><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></p>													
<b>Course Details</b> <p>Special Topics course: <b>Yes</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>Yes; 1 repeat for credit</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every other year</b></p> <p>Maximum enrolment (for information only): <b>28</b></p>													
<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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <b>No</b></p>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR is available for this course.</p>													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
Department approval April 22, 2025	Date of meeting: August 2025												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

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

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

1. Apply key concepts of the special topic through informal discussions and/or formal presentations.
2. Analyze representative texts of the special topic.
3. Identify appropriate critical frames for analysis of the texts studied including decolonial perspectives and Indigenous knowledge systems.
4. Write an analysis of the special topic using appropriate scholarly conventions and research methods.
5. Conduct guided research using secondary sources to inform written and oral work.
6. Demonstrate B2-level communication skills such as intermediate fluency and some auto-correction through in-class presentations and discussions.
7. Lead and participate in discussions with minimal linguistic difficulty at a B2 level.

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

Assignments:	50%	Final exam:	20%	%
Quizzes/tests/midterm:	30%		%	%

**Details:**

Assignments may include oral presentations (20%), short essay (10%), and a research paper (20%).

**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.*)

Lectures, oral presentations, student-led discussion, guest lectures, and oral presentations.

**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	Jean-Luc Penfornis	Affaires.com B2-C1 : méthode de français professionnel et des affaires : guide pédagogique 3e éd.	2018
2.			
3.			
4.			
5.			

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

Example for Professional Workplace French:

- Demonstrate understanding of concepts related to the topic
- Communicate information at an appropriate level (formally and informally) contained in a work-related text (memo, e-mail, etc.)
- Understand and apply intercultural competence skills to ensure effective communication
- Announce, evaluate, and react to proposed changes
- Communicate a decision
- Express doubt and uncertainty
- Apply debate strategies

Example for Explorations in Pop Culture:

- Identify cultural influences in a specified francophone society
- Explore contemporary music in a specified francophone society to better understand pop culture
- Explore mixed media (e.g. dance, photography, comics, art) in a specified francophone society to better understand pop culture
- Analyze social media and its impact on francophone culture
- Describe different types of representations in pop culture and the issues (sexism, racism, hyper-sexualization, etc.) attached to these representations

**Memo for New Course**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Molleen Shilliday, Head of Modern Languages

Date: August 18, 2025

**Subject: Proposal for new course : French 316 Introduction to Franco-Canadian and Quebecois Literature**

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

1. Rationale for new course, including how this course fits into the program(s):

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

French 315 is offered once a year as a survey course of literature from both France and Quebec from the last 150 years. It was first offered in 1999. In the last 25 years, the diversity and amount of literature published has made it difficult to survey both literary fields in one course. To ensure that students in the French program learn about important writers from both Canada and France, the material should be divided into 2 separate courses. FREN 315 will focus on French Literature in the last 150 years. French 316 will focus on Québécois literature while also giving space for francophone writers from across Canada. It is essential that students studying French in Canada explore the diversity of francophone communities from across the country.

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

\*\*B2 level is an upper-intermediate level of language proficiency.

<p>1. Discuss characteristics belonging to specific literary trends in Franco-Canadian and Quebecois Literature</p>	<p>Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 3) Communicate Effectively and 5) Engage with Indigenous Knowledge Systems PROGRAM LOs: Oral and Listening Competencies to intermediate level (B2). Students can discuss complex topics spontaneously and fluently.</p>
<p>2. Identify differences of genre and associated stylistic techniques.</p>	<p>Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically PROGRAM LOs: Reading comprehension to level B2. Learners can understand complex subjects and take an active role in academic analysis and discussions.</p>
<p>3. Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.).</p>	<p>Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex</p>

	subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.
4. Analyze a poem's formal structure and meaning.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically  PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.
5. Analyze texts in relation to the socio-historic context in which they were written.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 3) Communicate Effectively and 5) Engage with Indigenous Knowledge Systems  PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.
6. Analyze and better understand bilingual texts or texts in dialect (Acadia's chiac for example)	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 3) Communicate Effectively and 5) Engage with Indigenous Knowledge Systems  PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.
7. Discuss issues related to Indigenous, immigrant and minority works in the Franco-Canadian genre	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 3) Communicate Effectively; 5) Engage with Indigenous Knowledge Systems and 7) Advocate for Equity, Diversity, and Inclusion 8) Engage in Reflection for Action  PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.
8. Use sophisticated and specialized vocabulary and sentence structures.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically  Program LOS: Reading, writing, listening, and oral production competency at B2 level.
9. Demonstrate B2-level communication skills through in-class presentations and discussions	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically; 4) Lead Collaboratively; 8) Engage in Reflection for Action  Program LOS: Listening and oral production competency at B2 level.
10. Write thorough explicative texts.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically

	PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.
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3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
4. Which program areas have been consulted about the course? French caucus in MOLA
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The literary texts studied will include Indigenous francophone writers from across Canada. Students will learn about Indigenous ways of knowing and the histories of Indigenous people in Canada. French 316 covers topics such as Indigenous languages, cultural resilience, and the impact of colonization on Indigenous communities, helping students understand the challenges faced by Indigenous peoples. This course supports the goals of reconciliation, decolonization, and indigenizing education.

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

This course has been designed to survey francophone literature from across Canada. We will therefore study linguistically and culturally diverse groups including Indigenous and immigrant communities. Assignments will require students to explore cultural, social, and political inequities discussed in the texts studied.

Pedagogically, French 316 will have assessment options and methods to accommodate individual preferences and needs, enabling students to demonstrate their research and knowledge in diverse ways. Technology will also be used to support different learning needs including Learning Branch, an online language assessment tool which facilitates at-home language learning.

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.):  
FREN 316 will be offered every other year. It will be rotated with FREN 315.
9. Estimate of the typical costs for this course, including textbooks and other materials:  
0-100\$ for textbooks. MOLA will be offering a textbook bursary to all students dependent on funding.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: FREN 316	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to Franco-Canadian and Quebecois Literature <b>Course Short Title:</b> Franco-Canadian/Quebecois Lit													
Faculty: Faculty of Humanities	Department/School: Modern Languages												
<b>Calendar Description:</b> <p>Conducted entirely in French, this course introduces students to French-Canadian and Quebecois literature from 1945 to present day, including literature by Indigenous, immigrant, and settler writers. Texts are selected from various francophone communities to explore linguistic and cultural differences across Canada. Students will learn some formal critical analysis methods and will be required to apply critical-thinking skills to analyze the concepts and ideals that motivated the writers studied.</p>													
Prerequisites (or NONE):	FREN 219 and one other FREN course numbered 225 or higher.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	60									Total hours	60
Lecture/seminar	60												
Total hours	60												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <b>No</b></p>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every other year</b></p> <p>Maximum enrolment (for information only): <b>26</b></p>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR is available for this course.</p>													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
Department approval April 22, 2025	Date of meeting: August 2025												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

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

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

1. Discuss characteristics belonging to specific literary trends in Franco-Canadian and Quebecois Literature.
2. Identify differences of genre and associated stylistic techniques.
3. Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.).
4. Analyze a poem's formal structure and meaning.
5. Analyze texts in relation to the socio-historic context in which they were written.
6. Analyze to understand bilingual texts or texts in dialect (Acadia's chiac for example).
7. Discuss issues related to Indigenous, immigrant, and minority works in the Franco-Canadian genre.
8. Identify appropriate critical frames for analysis of the texts studied including decolonial perspectives and Indigenous knowledge systems.
9. Use sophisticated and specialized vocabulary and sentence structures.
10. Demonstrate B2-level communication skills through in-class presentations and discussions.
11. Write thorough explicative texts.

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

Assignments:	55%	Final exam:	25%	%
Quizzes/tests/midterm:	20%		%	%

**Details:** Assignments include oral presentation (10%), 3-4 page essay (10%), 7-8 page essay (25%), and class participation (10%). Quizzes/tests include three tests.

**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.*)

All classroom interaction is in French. The discussion of the readings will focus on genre, structure and themes, the understanding and use of literary figures of style. Working as a group and in pairs, students go over the vocabulary and text appreciation exercises, after particular points have been elucidated. Composition skills are also addressed.

Each student is also responsible for an oral presentation on one of the authors being studied, and a selection of their works that are not included in the anthology.

**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. Book	Ferron, Jacques	Contes	1968
2. Book	Jean, Michel	Kukum	2023
3. Book	Laferrière, Dany	L'énigme du retour	2009
4. Book	Maillet, Antonine	La Sagouine	1971
5. Book	Roy, Gabrielle	Bonheur d'occasion	1945
6. Book	Hamelin, Louis	Le joueur de flûte	2001

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

A good bilingual dictionary, such as Robert and Collins French-English/English-French dictionary.

A good unilingual French dictionary, such as Le Petit Robert or Le Petit Larousse. Le Petit Larousse is available online.

**Course Content and Topics**

Texts chosen will vary. The course content must reflect the diversity of Franco-Canadian and Quebecois literature and include authors from Quebec, Manitoba, Acadia and other French-speaking regions of Canada.

- Introduction to Franco-Canadian literature
- Writers from Manitoba (Gabrielle Roy)
- Writers from Acadia (Jacques Ferron, Antonine Maillet)
- Writers from outside Manitoba, Acadia and Quebec [Ying Chen (B.C.), Nancy Huston (Alberta), Lola Lemire Tostevin (Ontario), Louis-Karl Picard-Sioui (Yukon)]
- Introduction to Quebecois literature
- Writers from Quebec (Anne Hébert, Dany Laferrière, Jean Michel, Hélène Monette, Kim Thúy)

**Memo for New Course**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Molleen Shilliday, Head of Modern Languages

Date: August 18, 2025

**Subject: Proposal for new course** Special Topics in French (FREN 360)

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

1. Rationale for new course, including how this course fits into the program(s):

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

In March 2025, MOLA conducted a series of focus groups with current UFV French students. One of these focus groups gathered third- and fourth- year students currently enrolled in the French program. Students were asked about their satisfaction regarding course offerings: they expressed their preference for more options in third year. In third year, students consider following more discipline-oriented paths. At other institutions, pathways are often divided by third year into 3 categories: linguistics, literature, and culture studies. By offering third-year Special Topics classes, students would have the option of pursuing more courses that align with their research interests. MOLA believes a Special Topics course with letter designations is the best solution. This course would replace one of our current yearly offerings (FREN 325, FREN 342 and FREN 345) every other year.

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

While each iteration of the Special Topics course will be different, MOLA will align each iteration with UFV's ILOs more precisely when it goes through the Special Topics approval process.

Here is a general overview of how the Special Topics learning outcomes align with UFV's ILOs:

\*\*B2 level is an upper-intermediate level of language proficiency.

1. Apply key concepts of the special topic through informal discussions and/or formal presentations.	Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically; 3) Communicate Effectively; 4) Lead Collaboratively and 5) Engage with Indigenous Knowledge Systems  PROGRAM LOs: Oral and Listening Competencies to intermediate level (B2). Students can discuss complex topics spontaneously and fluently.
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2. Identify and analyze representative texts of the special topic.	<p>Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically and 5) Engage with Indigenous Knowledge Systems</p> <p>PROGRAM LOs: Reading comprehension to level B2. Learners can understand complex subjects and take an active role in academic analysis and discussions.</p>
3. Write analysis of the special topic using appropriate scholarly conventions and research methods.	<p>Contributes to ILOs: 1) Apply Knowledge and Competencies Proficiently; 2) Examine Critically and Holistically and 3) Communicate Effectively</p> <p>PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.</p>
4. Conduct guided research using secondary sources to inform written and oral work.	<p>Contributes to ILOs: 5) Engage with Indigenous Knowledge Systems; 6) Contribute Locally and Globally; 7) Advocate for Equity, Diversity, and Inclusion and 8) Engage in Reflection for Action</p> <p>PROGRAM LOs: Reading comprehension to level B2. Writing competency level B2. Learners can understand complex subjects and take an active role in academic discussions. They can form complex written arguments and analyses in French.</p>

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
4. Which program areas have been consulted about the course? MOLA French caucus
5. If a new discipline designation is required, explain why:
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

MOLA is dedicated to bringing Indigenous ways of knowing into the classroom through course content and teaching methods employed. Teaching topics in French in a Canadian setting must always include an acknowledgement of the relationship between French settlers and Indigenous peoples in Canada and elsewhere. This includes discussions with students regarding ways to fulfill our commitment to reconciliation and decolonization. For each

iteration of the course, the ways the material is presented, and the assignments will recognize the importance of Indigenous knowledge and the importance of Indigenous languages to French language learners as it is a settler and colonizer language.

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

Topic selection for each iteration of the Special Topics class will carefully consider principles of equity, diversity, and inclusion. All topics in French call for a broad overview of linguistic diversity (accents, regionalisms, colloquial versus standard French) and the importance of equity and inclusion. Pedagogically, the courses are designed to be inclusive and equitable as all third-year courses in French are textbook free (lowering costs for students) and use technology to promote accessibility such as Learning Branch and Brightspace.

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

This course would replace one of our current yearly offerings (FREN 325, FREN 342 and FREN 345) every other year.

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

0\$



ORIGINAL COURSE IMPLEMENTATION DATE: September 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: FREN 360	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Special Topics in French <b>Course Short Title:</b> Special Topics in French													
Faculty: Faculty of Humanities	Department/School: Modern Languages												
<b>Calendar Description:</b> <p>Students study a topic in Francophone literature, culture, language, education, or linguistics. They develop their presentation skills, engage in in-depth class discussions, and complete an independently researched final paper or project. All course content, instruction, and assignments are in French, and the course is designed as an immersive experience.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.</p> <p>Note: This course is equivalent to CEFR level B2.</p>													
Prerequisites (or NONE):	FREN 219.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> <p>Former course code/number:</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><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></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>
Lecture/seminar	60												
<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <b>No</b></p>													
Department approval April 22, 2025	Date of meeting: August 2025												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

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

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

1. Apply key concepts of the special topic through informal discussions and/or formal presentations.
2. Analyze representative texts of the special topic.
3. Identify appropriate critical frames for analysis of the texts studied including decolonial perspectives and Indigenous knowledge systems.
4. Write an analysis of the special topic using appropriate scholarly conventions and research methods.
5. Conduct guided research using secondary sources to inform written and oral work at a high CEFR B2 level.
6. Demonstrate high B2-level communication skills, such as full fluency, auto-correction and spontaneity, through in-class presentations and discussions.
7. Lead and participate in discussions with ease and spontaneity (high B2 level).

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

Assignments:	50%	Final exam:	20%	%
Quizzes/tests/midterm:	30%		%	%

**Details:**

Assignments include oral presentation (10%), 3-4 page essay (10%), 7-8 page essay (20%), and class participation (10%). Quizzes/tests include three tests.

**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.*)

Lectures, oral presentations, student-led discussion, guest lectures, and oral presentations

**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. Book	Simone de Beauvoir	<i>Mémoire d'une jeune fille rangée</i>	2008
2. Book	Marguerite Duras	<i>L'Amant</i>	1984
3. Book	Marie Ndiaye	<i>Trois femmes puissantes</i>	2009
4. Book	Anne Hébert	<i>Les Chambres de bois</i>	1996
5. Other	Nicole Brossard	Poems selected by instructor	

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

Example for Women's Writing in 20th century French and Quebec Literature:

- Societal norms and laws affected the lives of women in 20th century France and Quebec
- Contexts of class, race, age, and sexual orientation in 20th century France and Quebec
- Theories and methodologies related to feminist movements in France and Quebec
- Genre and associated stylistic techniques
- Rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.)
- Central writers: Simone de Beauvoir (Fr), Marguerite Duras (Fr), Marie Ndiaye (Fr), Nicole Brossard (Q), Anne Hébert (Q)

Example for Great Novels of 20th and 21st centuries in France:

- Literary movements that marked the 20th century (surrealism, modernism, *nouveau roman*, postmodernism, and contemporary literature)
- Context of class, race, age, and sexual orientation in 20th and 21st centuries in France
- Theories and methodologies related to French literature
- Genre and associated stylistic techniques
- Rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.)
- Central writers: André Gide, Marcel Proust, Jean-Paul Sartre, Albert Camus, Nathalie Sarraute, Yasmina Reza, Annie Ernaux, Leïla Slimani

**Memo for Course Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Molleen Shilliday, Head of Modern Languages

Date: August 18, 2025

**Subject: Proposal for review: Intro to French literature (French 315)**

*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:

French 315 is offered once a year as a survey course of literature from both France and Quebec from the last 150 years. It was first offered in 1999. In the last 25 years, the diversity and amount of literature published has made it difficult to survey both literary fields in one course. To ensure that students in the French program learn about important writers from both Canada and France, the material should be divided into 2 separate courses.

- The title for FREN 315 has changed to reflect the removal of Canadian content from the course. The calendar copy also reflects the fact that this course will focus on French Literature in the last 150 years. French 316 will focus on Québécois literature while also giving space for francophone writers from across Canada. French and Québécois literature are not commonly combined in one course. Separating the two fields into two courses allows for straightforward articulations with our exchange partners, such as Laval.
- The prerequisites have not changed substantially. I have generalized the wording to include any new courses that are approved with the course number 225 or higher.
- This course has been offered once a year up to this year. It will now alternate with FREN 316.
- The Learning Outcomes have changed to reflect the removal of Indigenous writers, such as Jean Simon and Jean Sioui. These authors are not French. This is the only LO that changed.
- The texts studied changed to include more contemporary French writers and the removal of Canadian Francophone writers.

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 are not substantial. LOs 1-7 remained the same except one sentence was removed pertaining to Québécois literature. The writers studied will now only be French.

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)? French caucus in MOLA

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 \(UNDRIP\)](#).

One of the topics discussed in French 315 is colonialism and decolonization of North America and Africa. Students will learn about the histories of oppression and the necessity for reconciliation and decolonization. This course supports the goals of reconciliation, decolonization, and indigenizing education.

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

This course is designed to survey French literature from 1850 to present day. This includes discussions around feminist movements, colonialism, immigration, social inequities, antisemitism, racism and many other topics that are related to EDI. Assignments, such as a term paper, are reflective and promote students' ability to advocate for social change.

Pedagogically, French 315 will have assessment options and methods to accommodate individual preferences and needs, enabling students to demonstrate their research and knowledge in diverse ways. Technology will also be used to support different learning needs including Learning Branch, an online language assessment tool that facilitates at-home language learning.

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.)

FREN 315 will be offered every other year. It will be rotated with FREN 316.

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

0-100\$ for textbooks. MOLA will be offering a textbook bursary to all students dependent on funding.



**ORIGINAL COURSE IMPLEMENTATION DATE:** December 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: FREN 315	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to French Literature <b>Course Short Title:</b> Intro to French Literature													
Faculty: Faculty of Humanities	Department (or program if no department): Modern Languages												
<b>Calendar Description:</b> <p>Conducted entirely in French, this course is designed to introduce students to the great writers from 1850 to present day in France. The main literary trends of this momentous era, such as surrealism, existentialism, and theatre of the absurd, will be explored. Students will learn some formal critical analysis methods and will be required to apply critical-thinking skills to analyze the concepts and ideals that motivated the intellectuals of this period.</p>													
Prerequisites (or NONE):	FREN 219 and one other FREN course numbered 225 or higher.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every other year</b></p> <p>Maximum enrolment (for information only): <b>26</b></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>
Lecture/seminar	60												
<b>Total hours</b>	<b>60</b>												
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
Department approval April 22, 2024	Date of meeting: August 2025												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

FREN 315

## University of the Fraser Valley Official Undergraduate Course Outline

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

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

1. Discuss characteristics belonging to specific literary trends.
2. Identify differences of genre and associated stylistic techniques.
3. Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.).
4. Analyze a poem's formal structure and meaning.
5. Analyze texts in relation to the socio-historic context in which they were written. (Examples include decolonization, World Wars I & II, the Indochina War, the Algerian War, feminist movements, immigration, and the refugee crisis.)
6. Use formal and specialized vocabulary and sentence structures.
7. Write thorough explicative texts.

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

Assignments:	55%	Quizzes/tests:	45%	%
	%		%	%

**Details:** Assignments include oral presentation (10%), 3-4 page essay (10%), 7-8 page essay (25%), and class participation (10%). Quizzes/tests include three tests.

**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.*)

All classroom interaction is in French. The discussion of the readings will focus on genre, structure and themes, the ability to describe and use literary figures of speech. Working as a group and in pairs, students go over the vocabulary and text appreciation exercises, after particular points have been elucidated. Composition skills are also addressed.

Each student is also responsible for an oral presentation on one of the authors being studied, and a selection of their works that are not included in the anthology.

**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	Sartre, J.-P	<i>Huis Clos suivi de Les Mouches</i> , Gallimard	1962
2. Textbook	Sand, George	<i>La Mare au diable</i>	1850
3. Textbook	Nothomb. Amélie.	<i>L'hygiène de l'assassin</i>	1992
4. Textbook	Satrapi, Marjane	<i>Persepolis</i> , L'Association	2001
5.			

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

A good bilingual dictionary, such as Robert and Collins French-English/English-French dictionary.

A good unilingual French dictionary, such as Le Petit Robert or Le Petit Larousse. Le Petit Larousse is available online. Pocket dictionaries are inadequate.

**Course Content and Topics**

1. French literary tenses (le passé simple, le passé antérieur, l'imparfait du subjonctif et le plus-que-parfait du subjonctif)
2. Understanding a poetic text, narrative text, dramatic text
3. How to write an explicative text and a literary analysis
4. Analyzing the major literary schools of thought for this era, and the socio-historic context influencing them:
  - Realism (Balzac, Flaubert)
  - Naturalism (Maupassant, Zola)
  - Symbolism (Beaudelaire, Verlaine, Rimbaud, Jarry)
  - Theatre of the Absurd (Jarry, Beckett)
  - Surrealism (Apollinaire, Breton, Desnos, Prévert)
  - Existentialism (Sartre, de Beauvoir, Camus)
  - Le Nouveau Roman (Butor, Robbe-Grillet, Duras, Queneau)
  - Postmodernism (Modiano, Ernaux, Semprun, Delerm)

**Memo for Program Changes**

To: Tetsuomi Anzai and Wade Deisman, Co-Chairs, College of Arts Curriculum Committee

From: Molleen Shilliday, Head of Modern Languages

Date: August 18, 2025

**Subject: Program change FRENCH MAJOR, EXTENDED MINOR AND MINOR**

- 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:

1. Rationale for change(s):

New courses (FREN 203, FREN 260, FREN 316, FREN 360) are being added to the French program therefore the language for the major, extended minor and minor needed to be changed. It has been generalized.

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

3. What consideration has been given to Indigenizing the curriculum?

The new courses being offered, particularly FREN 203 and FREN 316, have important Indigenous knowledge content noted on their outlines. The Special Topics courses, FREN 260 and FREN 360, will also have Indigenous knowledge components for each iteration.

4. Will additional resources be required? If so, how will these costs be covered? No.

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

These changes are being made as a direct result of focus groups and surveys of French students conducted in 2024 and 2025. Students requested more diverse course options (FREN 260, FREN 316, FREN 360) as well as more opportunities for experiential learning (FREN 203, Study Tour). Offering these courses should increase enrolment.

6. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.

7. 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.)  
Existing courses in the program will be rotated with the new courses being offered. For example, FREN 315 is normally offered once a year, it will now be offered once every two years in rotation with FREN 316. The number of French sections will remain unchanged.
8. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. No.
9. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**French major**

In addition to the general requirements for the Bachelor of Arts, students declaring a major in French will be required to complete the following courses.

**Lower-level requirements: 21 credits**

Course	Title	Credits
LING 101	An Introduction to Language	3
FREN 215	Intermediate French I	3
<b>or</b> FREN 230	Intermediate French for French Immersion Students	
<b>or</b> FREN 216	Intermediate French II	3
FREN 219	Intermediate French Composition	3
<b>Plus: FREN 225</b>	<a href="#">12 credits from additional 200-level courses Francophone Language and Culture via Media</a>	<u>123</u>
<b>FREN 242</b>	<a href="#">Intermediate French Oral Communication</a>	3
<b>FREN 245</b>	<a href="#">Cultures of the Francophone World</a>	3

**Upper-level requirements: 32 credits**

Course	Title	Credits
<b>FREN 315</b>	<a href="#">Introduction to Francophone Literature</a>	4
FREN 319	Advanced French Composition	4
<b>Four of:</b>		<u>16</u>
<b>FREN 315</b>	<a href="#">Introduction to French Literature</a>	
<b>FREN 316</b>	<a href="#">Introduction to Franco-Canadian and Québécois Literature</a>	
FREN 325	Phonetics and Pronunciation: The Silky Sounds of French	4
FREN 342	Advanced French Oral Communication	4
FREN 345	Cinéma français et québécois depuis 1950	4
<b>FREN 360</b>	<a href="#">Special Topics in French</a> <a href="#">Add course title here</a>	4
<b>Three of:</b>		12
FREN 415	Myths, Legends, and Tales in Francophone Literatures	
FREN 420	French Translation and Comparative Stylistics	
FREN 430	French Applied Linguistics	
FREN 450	Special Topics in French I (see Note 1)	
FREN 451	Special Topics in French II (see Note 1)	
FREN 452	Special Topics in French III (see Note 1)	
FREN 460	Special Topics in French (see Note 2)	

Note 1: FREN 450, FREN 451, and FREN 452 are not offered at UFV; these courses are intended for students who participate in a formal exchange program, currently available at Université Laval.

Note 2: FREN 460 is a special topics course offered under different letter designations (FREN 460C, FREN 460D, etc.) to indicate different course topics. FREN 460 can be taken multiple times for credit provided the letter designation differs, but may only be used once to meet program requirements.

### French extended minor

This section specifies the extended minor discipline requirements only. Information on additional Bachelor of Arts requirements can be found [here](#), including the requirements for [declaring](#) an extended minor. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

For students entering UFV with no previous knowledge of French, or longer than two years since completing French 11:

Course	Title	Credits
FREN 101	French Language I	3

For student with French 11, FREN 101 or equivalent, instructor's permission, or assessment of the department:

Course	Title	Credits
FREN 102	French Language II	3

For students with French 12 or FREN 102:

In addition to the general requirements for the Bachelor of Arts, students declaring an extended minor in French will be required to complete the following courses.

#### Lower-level requirements: 18 credits

Course	Title	Credits
FREN 215	Intermediate French I	3
<b>or</b> FREN 230	Intermediate French for French Immersion Students	
<b>or</b> FREN 216	Intermediate French II	3
FREN 219	Intermediate French Composition	3
<b>Plus:</b>		12
<b>FREN 225</b>	<a href="#">12 credits from additional 200-level courses</a> <a href="#">Francophone Language and Culture via Media</a>	3
<b>FREN 242</b>	<a href="#">Intermediate French Oral Communication</a>	3
<b>FREN 245</b>	<a href="#">Cultures of the Francophone World</a>	3

#### Upper-level requirements: 20 credits

Course	Title	Credits
FREN 319	Advanced French Composition	4
<b>Four of:</b>		16
FREN 315	<a href="#">Introduction to French</a> <a href="#">Francophone Literature</a>	
<b>FREN 316</b>	<a href="#">Introduction to Franco-Canadian and Quebecois Literature</a>	
FREN 325	Phonetics and Pronunciation: The Silky Sounds of French	
FREN 342	Advanced French Oral Communication	

FREN 345	Cinéma français et québécois depuis 1950	
<a href="#"><u>FREN 360</u></a>	<a href="#"><u>Special Topics in French</u></a>	
FREN 415	Myths, Tales, and Legends in Francophone Literatures	
FREN 420	French Translation and Comparative Stylistics	
FREN 430	French Applied Linguistics	
FREN 450	Special Topics in French I	
FREN 451	Special Topics in French II	
FREN 452	Special Topics in French III	
FREN 460	Special Topics in French (see Note)	

Note: FREN 460 is a special topics course offered under different letter designations (FREN 460C, FREN 460D, etc.) to indicate different course topics. FREN 460 can be taken multiple times for credit provided the letter designation differs, but may only be used once to meet program requirements.

#### French minor

This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements can be found [here](#), including the requirements for [declaring](#) a minor. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

For students entering UFV with no previous knowledge of French, or longer than two years since completing French 11:

Course	Title	Credits
FREN 101	French Language I	3

For student with French 11, FREN 101 or equivalent, instructor's permission, or assessment of the department:

Course	Title	Credits
FREN 102	French Language II	3

For students with French 12 or FREN 102:

In addition to the general requirements for the Bachelor of Arts, students declaring a minor in French will be required to complete the following courses.

#### Lower-level requirements: 12 credits

Course	Title	Credits
FREN 215	Intermediate French I	3
<b>or</b> FREN 230	Intermediate French for French Immersion Students	
<b>or</b> FREN 216	Intermediate French II	3
FREN 219	Intermediate French Composition	3

Plus 6 credits from additional 200-level courses <b>One of:</b>	<b>36</b>
FREN 225 <a href="#">Francophone Language and Culture via Media</a>	
FREN 242 <a href="#">Intermediate French Oral Communication</a>	
FREN 245 <a href="#">Cultures of the Francophone World</a>	

**Upper-level requirements: 20 credits**

Course	Title	Credits
FREN 319	Advanced French Composition	4
<b>Four of:</b>		<b>16</b>
FREN 315	Introduction to Francophone Literature	
<a href="#">FREN 316</a>	<a href="#">Introduction to Franco-Canadian and Quebecois Literature</a>	
FREN 325	Phonetics and Pronunciation: The Silky Sounds of French	
FREN 342	Advanced French Oral Communication	
FREN 345	Cinéma français et québécois depuis 1950	
<a href="#">FREN 360</a>	<a href="#">Special Topics in French</a>	<u>4</u>
FREN 415	Myths, Tales, and Legends in Francophone Literatures	
FREN 420	French Translation and Comparative Stylistics	
FREN 430	French Applied Linguistics	
FREN 450	Special Topics in French I	
FREN 460	Special Topics in French (see Note)	

Note: FREN 460 is a special topics course offered under different letter designations (FREN 460C, FREN 460D, etc.) to indicate different course topics. FREN 460 can be taken multiple times for credit provided the letter designation differs, but may only be used once to meet program requirements.

**Graduation requirements**

To be eligible to graduate with a minor or extended minor in French, students must achieve a minimum grade of C+ in FREN 219 and a minimum cumulative GPA of 2.33 in all other courses applicable to the minor/extended minor.

**Course listings**

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

**Memo for New Course**To: [CACC](#)

From: Dr. Geetanjali Gill, Director, School of Social Justice and Global Stewardship (SoJust)

Date: Sept. 6, 2025

**Subject: Proposal for new course - SJGS 395, Participatory Methodologies for Social Justice**

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

## 1. Rationale for new course, including how this course fits into the program(s):

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

The GDS program is situated in the School of Social Justice and Global Stewardship. The GDS program has initiated a program change to include SJGS 395 as a mandatory course for GDS students. SJGS 395 is also being added as a pre-requisite for a newly revised course, GDS 483, Directed Studies in Global Development Research (note: UEC asked for a relevant methodology course as a pre-requisite for GDS 483). At the moment, the GDS program has been relying on other programs to provide a research methods course for its students. While there are other COA research methods courses, they are not focused on methodologies that are most relevant for social justice/global development professional practices (e.g. applied research, monitoring and evaluation, advocacy etc.), and some courses are not regularly offered. There is also a gap within COA and UFV for a participatory and applied research methods course. SJGS 395 can fill this gap.

The reason for giving this course a SJGS designation (rather than GDS) is because its content and focus is relevant for *all* SJGS students and programs, and this course may be included in other SJGS programs in the future. This course may also be appealing for students from across COA and UFV, and may also be vetted for the upper-level BA Core Competency in Professional Practices.

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

GDS Program LOs	Course LOs	ILOs
Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice.	<ul style="list-style-type: none"> <li>Explain the origin and uses of participatory methodologies, including some Indigenous methodologies, for applied research and social justice work in communities.</li> <li>Analyze how diverse participatory methodologies, methods, and approaches can contribute to social justice actions in communities.</li> <li>Articulate the ethical issues, benefits, and challenges of using different participatory methods with individuals and groups affected by intersecting inequalities, including Indigenous peoples.</li> </ul>	1, 2, 3, 5, 8

	<ul style="list-style-type: none"> <li>Discuss how community-researcher collaborations can generate knowledge and actions that lead to positive social change.</li> </ul>	
Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.	<ul style="list-style-type: none"> <li>Evaluate data and knowledge generated through the use of participatory methods</li> </ul>	2, 5, 6, 7, 8
Engage in debates, dialogue, and action related to social justice and global development.	<ul style="list-style-type: none"> <li>Analyze how diverse participatory methodologies, methods, and approaches can contribute to social justice actions in communities.</li> <li>Articulate the ethical issues, benefits, and challenges of using different participatory methods with individuals and groups affected by intersecting inequalities, including Indigenous peoples.</li> <li>Discuss how community-researcher collaborations can generate knowledge and actions that lead to positive social change.</li> </ul>	2, 4, 5, 6, 7, 8
Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development.	<ul style="list-style-type: none"> <li>Articulate the ethical issues, benefits, and challenges of using different participatory methods with individuals and groups affected by intersecting inequalities, including Indigenous peoples.</li> </ul>	2, 3, 4, 5, 6, 7, 8
Demonstrate competence in analysis, research, communication, and other professional skills required for the global development sector.	<ul style="list-style-type: none"> <li>Analyze how diverse participatory methodologies, methods and approaches can contribute to social justice actions in communities.</li> <li>Evaluate data and knowledge generated through the use of participatory methods.</li> <li>Apply knowledge and skills to the design of a community-based applied research project using participatory methods.</li> </ul>	3, 4, 5, 6, 7, 8

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

**SJGS 395 is only required in the GDS program.**

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

GDS PC members (who have reviewed this course) come from GDS, CRIM, POSC, and GEOG. Other SJGS faculty from PACS and IS, and SOCA have also been consulted.

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

**N/A**

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to](#)

Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course focuses on carrying out applied research and knowledge creation in *partnership with* groups/individuals who experience intersecting inequalities. In many contexts, this may include Indigenous communities. It also includes a focus on the identification and use of Indigenous research methods from different global contexts. Finally, a central aim of participatory applied methodologies and research is to use knowledge and data for transformative social change at a community level, such as greater equity and inclusion of Indigenous voices and peoples, and tackling structural oppressions and discrimination. Many of the course readings (i.e. chapters within course books) are written by Indigenous authors from around the world, and focus on equitable research *partnerships with Indigenous communities and organizations*.

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

This course asks students to use an intersectional lens to identify vulnerable and marginalized groups within communities, and to consider ethical issues with these groups' involvement in research and knowledge generation. Students will also be engaging with methods and approaches that have been designed and used to equitably engage and collaborate with groups/individuals who experience intersecting inequalities. As such, EDI considerations are central to SJGS 395. This course will also offer students with many different forms of assessment and choices in the selection of assignment topics and formats.

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

This course follows standard practice in the GDS program and SJGS with regards to credits and class size. As it is a mandatory course for GDS students, it will be offered once a year. No additional resources are required for the course.

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

\$0



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2025  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SJGS 395	Number of Credits: 3 <a href="#">Course credit policy (105)</a>														
<b>Course Full Title:</b> Participatory Methodologies for Social Justice <b>Course Short Title:</b> Participatory Methodologies															
Faculty: Faculty of Social Sciences	Department/School: Social Justice and Global Stewardship														
<b>Calendar Description:</b> <p>Students gain knowledge of participatory methodologies and approaches for community-based research, inquiry, and social justice work. Students learn how to ethically partner with community groups to generate and disseminate knowledge, with the aim of contributing to positive social change.</p>															
Prerequisites (or NONE):	45 university-level credits.														
Corequisites (if applicable, or NONE):	None.														
Pre/corequisites (if applicable, or NONE):	None.														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45											<b>Total hours</b>	<b>45</b>
Lecture/seminar	45														
<b>Total hours</b>	<b>45</b>														
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.															
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>															
Department approval	Date of meeting: September 8, 2025														
Faculty Council approval	Date of meeting: October 10, 2025														
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025														

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

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

1. Explain the origin and uses of participatory methodologies, including some Indigenous methodologies, for applied research and social justice work in communities.
2. Analyze how diverse participatory methodologies, methods and approaches can contribute to social justice actions in communities.
3. Articulate the ethical issues, benefits, and challenges of using different participatory methods with individuals and groups affected by intersecting inequalities, including Indigenous peoples.
4. Evaluate data and knowledge generated through the use of participatory methods.
5. Apply knowledge and skills to the design of a community-based applied research project using participatory methods.
6. Discuss how community-researcher collaborations can generate knowledge and actions that lead to positive social change.

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

Assignments:	100%	%	%
	%	%	%

**Details:** Assignments include in-class discussions and online posts (15%), discussion paper (20%), presentation (15%), ethics application (10%), research design plan (25%), and blog article or creative product (15%).

**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.*)

There may be guest lecturers who provide students with findings and experiences from their own participatory research projects.

**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. Book	D. Burns, J. Howard, S. Ospina (eds)	The SAGE Handbook of Participatory Research and Inquiry (2 volumes)	2021
2. Book	Schwarz, K. C., C. Mitchell, & R. Hutton (eds)	Collaborative Methods: Participatory Data Analysis in Feminist Research	2025
3. Book	Pauwels, L., & D. Mannay	The SAGE Handbook of Visual Research Methods	2020
4. Book	Breny, J., & S. McMorrow	Photovoice for Social Justice: visual representation in action (SAGE Publications, online book)	2024
5. Book	Leavy, P.	Method Meets Art: Arts-based Research Practice	2020

**Course Content and Topics****Introduction**

- Harnessing participatory community-based research for social justice
- Emergence of participatory research methods from social justice and global development work and communities around the world

**Participatory Methodologies and Methods**

- Participatory Action Research
- Indigenous methodologies from different contexts (e.g. storytelling)
- Feminist, decolonial, and emancipatory methodologies
- Digital, visual, and arts-based methods (e.g. photovoice, digital stories, cell-philming, radio, WhatsApp, drawing/art, theatre, community mapping, journalling, poetry)

**Ethics and Partnership**

- Equitable and ethical collaboration with individuals and groups affected by intersecting inequalities
- Centering the voices, experiences, and leadership of community "co-researchers"
- Collaborative and mutual learning between researchers and community partners
- Community-based research ethics

**Skills-based Modules**

- Planning and designing community-based participatory research, knowledge-creation, and learning projects
- Writing research proposals
- Analyzing qualitative and visual data
- Participatory data analysis
- Sharing and communicating participatory research and knowledge for positive action, advocacy, and policy impact

**Memo for Course Changes**

To: CACC

From: Dr. Geetanjali Gill, GDS Program Chair, and Director of School of Social Justice and Global Stewardship

Date: May 26, 2025

**Subject: Proposal for revision of GDS 400**

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

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

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

2. Rationale for change:

This course is overdue for review and revision. We were prompted to revise this course in order to update the pre-requisites. GDS program changes have already been submitted to CACC and UEC to widen the options for experiential learning courses that students can take as pre-requisites for GDS 400. The course has been lowered from 4 to 3 credits, and from 60 to 45 instructional hours, in line with general practice in College of Arts. Another consideration during our revision of this course was to ensure that graduating GDS students were being well prepared for entering the job market after graduation. Thus, we added in more focus on professional skills and strategies, and EDI approaches.

The title has been changed to include the word “capstone.”.

The calendar description has been updated to indicate that students in the course will be drawing upon their experiences in their internships/practicums in order to reflect upon further studies in GDS, global development practices and professions, and their current and future contributions to the critical praxis of social justice/global development.

The learning outcomes have been changed to reflect the updated calendar description. The new learning outcomes expand on the previous ones, and provide further information and precision for students.

The texts, resource materials, and assignments have been updated to reflect the new focus of the course.

The PLAR has been updated. Students will not be able to be awarded PLAR for this course as the learning outcomes are specifically tied to their practicum/internship experiences, and their reflections and discussions 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 \(ILOs\)](#):

GDS Program LOs	Course LOs	ILOs
Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice.	<ul style="list-style-type: none"> <li>Articulate the importance of inclusion, equity, and intersectional and rights-based approaches for the practice of global development</li> <li>Critically reflect upon new directions in the study and practice of global development</li> </ul>	1, 2, 3, 5, 8
Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.	<ul style="list-style-type: none"> <li>Critically reflect upon new directions in the study and practice of global development</li> </ul>	1, 2, 5, 8
Engage in debates, dialogue, and action related to social justice and global development.	<ul style="list-style-type: none"> <li>Evaluate diverse opportunities to practice and study global development</li> <li>Identify valuable approaches and strategies for the practice of global development</li> </ul>	1, 2, 3, 5, 6, 7, 8
Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development.	<ul style="list-style-type: none"> <li>Articulate one's learnings and skills gained during the experiential learning placement</li> <li>Analyze how one's personal values, ethics, and skills have been shaped by the experiential placement</li> <li>Evaluate diverse opportunities to practice and study global development</li> <li>Articulate the importance of inclusion, equity, and intersectional and rights-based approaches for the practice of global development</li> </ul>	1, 2, 5, 8
Demonstrate competence in analysis, research, communication, and other professional skills required for the global development sector.	<ul style="list-style-type: none"> <li>Articulate one's learnings and skills gained during the experiential learning placement</li> <li>Analyze how one's personal values, ethics, and skills have been shaped by, and have shaped, the experiential placement</li> <li>Articulate the importance of inclusion, equity, and intersectional and rights-based approaches for the practice of global development</li> <li>Develop personal professional goals and objectives related to the global development and/or social justice sector</li> </ul>	1, 3, 4, 5, 6, 7, 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)? **N/A** The GDS Program Committee, with faculty from GEOG, CRIM, and POSC, and an Academic Advisor, have been consulted.

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 \(UNDRIP\)](#).  
Some students may have been placed with global development and social justice organizations that focus on global Indigenous rights and peoples, or that are made up of Indigenous staff. Therefore, issues relating to Indigenous peoples will be discussed in the course. Furthermore, students in this course will be learning about emerging issues in the study and practice of global development, which includes discussions on decolonization and reparations for injustices against Indigenous populations.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
Students in this course will critically reflect on their experiences within global development and social justice organizations. Many of these organizations have EDI plans and policies. Students will also discuss their own observations of the implementation of these policies and plans. Additionally, students will learn about emerging global development practices and challenges, which are increasingly influenced by intersectionality, inclusion, equity, and diverse ways of knowing.

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.  
As is generally practiced in College of Arts, the credit number has been decreased from 4 to 3, and the instructional hours reduced from 60 to 45.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **None**. All course texts will be open access, or chapters will be uploaded onto Brightspace.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> GDS 400		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Global Development Capstone <b>Course Short Title:</b> Global Development Capstone														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department/School:</b> Social Justice and Global Stewardship													
<b>Calendar Description:</b> <p>In this capstone course, students who have completed Global Development Studies program experiential learning courses explore and analyze their learnings and experiences, and critically reflect upon global development studies, practices, and professions.</p>														
<b>Prerequisites (or NONE):</b>	One of AIS 380, COOP 110, GDS 483, GEOG 396 (formerly also offered as GDS 310/SOC 396), GEOG 398 (formerly also offered as GDS 311/SOC 398), or SJGS 300. Note: As of January 2027, prerequisites will change to one of AIS 380, COOP 110, GDS 483, or SJGS 300.													
<b>Corequisites (if applicable, or NONE):</b>														
<b>Pre/corequisites (if applicable, or NONE):</b>														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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 style="width: 40%;">Lecture/seminar</td> <td style="width: 10%;">20</td> </tr> <tr> <td>Supervised directed learning (directed studies only)</td> <td>25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>			Lecture/seminar	20	Supervised directed learning (directed studies only)	25							<b>Total hours</b>	<b>45</b>
Lecture/seminar	20													
Supervised directed learning (directed studies only)	25													
<b>Total hours</b>	<b>45</b>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: <p>Students are required to carry out reflections on their experiential learning experiences at UFV and participate in class discussions. They are also expected to carry out assignments related to the practice of development. These outcomes cannot be achieved outside of this course or program.</p>														
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>		<b>Date of meeting:</b> March 31, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> October 10, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 19, 2025												

**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. Articulate learnings and skills gained during the experiential learning placement.
2. Analyze how their personal values, ethics, and skills have been shaped by, and have shaped, the experiential placement.
3. Evaluate diverse opportunities to practice and study global development.
4. Identify valuable approaches and strategies for the practice of global development.
5. Articulate the importance of inclusion, equity, and intersectional and rights-based approaches for the practice of global development.
6. Reflect critically upon new directions in the decolonized study and practice of global development.
7. Develop personal professional goals and objectives related to the global development and/or social justice sector.

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

Assignments:	100%	%	%
	%	%	%

**Details:**

Assignments include presentation (25%), assessment report (20%), reflective blog article (20%), discussion posts (20%), and personal action plan (15%).

**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.*)

Students will carry out readings, make presentations, engage in discussions, attend relevant online workshops/seminars, and hear from guest speakers who are global development practitioners to gain a deeper understanding of the global development sector, discipline, and careers.

**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. Book	Milligan, S., & L. Wilson (eds)	Dear Development Practitioner: advice for the next generation. Routledge.	2024
2. Book	Paul, R., & I. Rabbat	The New Reason to Work: How to build a career that will change the world. Lioncrest.	2021
3. Book	Pickering-Saqlqa, Susannah (ed)	Researching Development NGOs: global and grassroots perspectives. Routledge.	2023
4. Book	Murrey, A., & P. Daley	Learning Disobedience: Decolonizing Development Studies.	2023
5. Book	Cloete, E., & G. Veda	Community-led Development in Practice: We power our own change. Routledge.	2025

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

Sample modules:

- Critical reflection on learnings, experiences, values, and ethics, as shaped by one's experiential learning
- Equity, diversity, and inclusion in the workplace and how these principles underpin global development and social justice professions and work
- Professional skills and strategies for global development and social justice work: research, evaluation, management, planning, analysis (including gender-based analysis plus), proposal writing, policy writing, advocacy, and communications
- Ethics and values related to global development and social justice work and sectors
- Emerging debates and discussions on racism, decolonization, and localization in the practice of global development, as well as alternatives to development aid

**Memo for Course Changes**

To: [CACC](#)

From: Dr. Geetanjali Gill, GDS Program Chair

Date: August 19, 2025

**Subject: Proposal for revision of GDS 483, Directed Studies in Global Development Research**

*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 overdue for a review. The former version of this course was seldom used in the GDS program. At the same time, the GDS program wanted to build in more flexibility for students' experiential learning opportunities. Until now, GDS students' only experiential learning opportunity has been to carry out a practicum/internship, locally or internationally. Students' engagement in global development research projects offers an alternative way to engage with global development practices and approaches. This type of experiential learning will contribute to students' skills for post-graduate studies and future employment to the same degree as an internship/practicum. Many students have also expressed an interest to engage in research projects. This will also alleviate some burden on the GDS Program to find suitable internships/practicums for GDS BA degree students.

A GDS program change has also been submitted to add GDS 483 as an option for experiential learning.

When revising GDS 483, a scan of relevant and similar research-focused DS courses at UFV was carried out. This scan fed into our decision to increase total hours for the course from 60 to 90 hours, and to increase total credits from 4 to 6. This revised course will now be used for students to engage in and contribute to pre-existing research projects or to carry out small-scale student-led research projects. Students will learn about and take part in some data collection and analysis, and write up some of the primary and/or secondary data. Sixty hours is insufficient. Other UFV courses that have a similar number of hours and credits include:

- PSYC 498, Psychology Honours Project Part I, requires 90 hours, 6 credit course. Note that this focuses on a literature review, research proposal, ethics, and preparing materials for the research project.
- PSYC 499, Psychology Honour Project Part II, requires 90 hours, 6 credit course. This is the second half of PSYC 498: students collect and analyze data, and write up their findings as a thesis.
- SOC 493, Advanced Research Project, requires 75 hours, 5 credit course. Students will complete a research project. Recently approved by UEC.
- PSYC 495, Directed Studies, requires 75 hours, 5 credit course. Independent research or field experience course.

We have changed the course title by inserting the word “research”. This signals the new focus of this course on student research projects. We also changed the calendar description so that this new focus on research is clear.

We changed the pre-requisites by removing GDS 340 and GDS 363. GDS 363 is no longer included or offered in the GDS program, and GDS 340 is an optional course (and not required for students to be able to successfully complete GDS 483). We included a newly designed research methods course, SJGS 395: Participatory Research Methods for Social Justice, as the pre-requisite for GDS 483. In GDS 483, students can build upon the knowledge that they have already gained in SJGS 395.

We were also asked to simplify the permission required for students to take this course to “department permission”. (However, it is understood that the GDS Program Chair needs to seek the approval of the Dean before offering a Directed Studies course.)

We updated the learning outcomes to reflect the course’s new focus on research projects.

New course texts and resource materials were added that focus on global development research.

Some changes were made to the assignments/evaluation methods for the course. The evaluation methods are relevant for the new focus on research.

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 \(ILOs\)](#):

GDS Program LOs	Course LOs	ILOs
Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice.	Apply global development theories and concepts to the process of defining a relevant research topic	1, 2, 3, 5, 8
Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.	Apply global development theories and concepts to the process of defining a relevant research topic	2, 5, 6, 7, 8
Engage in debates, dialogue, and action related to social justice and global development.	Adapt research findings into various formats (e.g. research poster, research paper, research briefs, blog articles).	2, 4, 5, 6, 7, 8

Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development.	Apply global development theories and concepts to the process of defining a relevant research topic	2, 3, 4, 5, 6, 7, 8
Demonstrate competence in analysis, research, communication, and other professional skills required for the global development sector.	<p>Apply relevant research methodologies to the research project, with a focus on qualitative, participatory, and Indigenous methods.</p> <p>Analyze some of the data collected in the research project.</p> <p>Collect primary and/or secondary data for the research project.</p> <p>Synthesize previous research relevant to the topic of the research project.</p> <p>Adapt research findings into various formats (e.g. research poster, research paper, research briefs, blog articles).</p>	3, 4, 5, 6, 7, 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)? **None.** The GDS Program Committee, which has seen and approved this course, has members from GEOG, CRIM, and POSC.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  

Students who are designing and implementing research projects in Canada or internationally, will be encouraged to incorporate an intersectional gender lens into their research methodology. This will require them to identify Indigenous communities and peoples in research project locations, and to design appropriate research methods that can be used with these communities. Students will be encouraged to read about Indigenous-focused research projects and methodologies.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  

Students who are designing and implementing research project will be asked to reflect upon and integrate EDI considerations in their methodology and engagement with research participants. They can learn about how EDI principles are being incorporated into research, such as the Government of Canada's New Frontiers in Research Fund's best practices in EDI in research practice and design:

<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>. This course will provide students with many different forms of assessment and choices in the selection of assignment topics and formats. For students who are unable to travel internationally, they will have opportunities to carry out local research projects, and to collaborate with other researchers remotely. If international travel is required, an effort will be made to identify funding sources for students.

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

We plan to offer this course once or twice a year (depending on student demand). We have increased the hours involved in this course from 60 hours to 90 hours, and increased the number of credits from 4 to 6. 90 hours is more in line with what is required for a student to meet the course learning outcomes. As mentioned in no. 2 (rationale), other similar courses offer 6 credits for 90 hours.

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

There may be travel costs related to this course when students go to the field to collect data. For student-led research projects, the student can apply for funding from RGS' Student-led Research Grant.

**CWC comment and response:**

- Is it possible to complete a research project of this nature in one semester? The course content does not appear sufficient to cover all of the learning outcomes, and this does not appear to be enough time to include project design, ethics approval, data collection (including travel), data analysis, and report preparation. Will this also include finding research participants, or are these placements already available? The memo includes a comparison to PSYC 498 and 499, but these are for a single project conducted over two semesters.

*Most students taking this course will join an existing research project being carried out by a faculty member (there are currently 6 GDS research studies that students can participate in). A fewer number of students may opt to work on a small-scale research project that they design on their own (and they can build upon what they have learned and started to do in the new methodologies course, SJGS 395, which is a pre-req for GDS 483). When joining an existing research project, students may not carry out all research steps in their entirety. The calendar description says students will "apply skills to a local or global research project" (which is different from completing an entire research project on their own). I have made small adjustments to the language in the course outline and memo to make this point clearer (see attached revised documents). For instance, students may learn about how to develop a research topic and objectives, and methodologies by speaking with research team members, and studying the pre-existing research proposal. Some students may undertake this step themselves if they are*

*designing their own small-scale research project. Students who are joining an existing research project will learn about the ethics procedures and read the pre-existing ethics submission. They will also complete the TCPS2 core certificate, and learn about ethics considerations this way. Only those students who are carrying out their own project will submit an application to HREB. Most students will also learn about data collection and analysis methods, and they will get the opportunity to carry out some data collection (I have changed LO #4 to say “collect primary and/or secondary data) and analysis in pre-existing projects. If they are doing their own project, they will do some data collection and analysis, but they may not complete all data collection or analysis during the course. I have changed LO #6 to say “Analyze some of the data collected...” Similarly, students may not have the chance to extensively share research findings, but they will be able to write up some findings in the form of a presentation, poster, paper, or blog article.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2018  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GDS 483	Number of Credits: 6 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Directed Studies in Global Development Research <b>Course Short Title:</b> Global Development Research													
Faculty: Faculty of Social Sciences	Department/School: Social Justice and Global Stewardship												
<b>Calendar Description:</b> Students apply research skills and global development theories, concepts, and approaches to a local or global research project.  Note: Course details will be specified in an individual learning proposal and syllabus.													
Prerequisites (or NONE):	60 university-level credits including SJGS 395, and department permission.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>Yes; 2 repeats for credit</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>6</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised directed learning (directed studies only)</td> <td>70</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>90</b></td> </tr> </table>		Tutorials/workshops	20	Supervised directed learning (directed studies only)	70							<b>Total hours</b>	<b>90</b>
Tutorials/workshops	20												
Supervised directed learning (directed studies only)	70												
<b>Total hours</b>	<b>90</b>												
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: It will be difficult to assess a research project conducted by the student outside of the GDS program, or before entering the program. The student is expected to develop and engage with new research.													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
Department approval	Date of meeting: March 31, 2025												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

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

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

1. Apply global development theories and concepts to the process of defining a relevant research topic.
2. Apply relevant research methodologies to the research project, with a focus on qualitative, participatory, and Indigenous methods.
3. Apply an understanding of ethical issues in the design and implementation of a research project.
4. Collect primary and/or secondary data for the research project.
5. Synthesize previous research relevant to the topic of the research project.
6. Analyze some of the data collected in the research project.
7. Adapt research findings into various formats (e.g. research poster, research paper, research briefs, blog articles).

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

Field evaluation:	30%	%	%
Assignments:	70%	%	%

**Details:**

Students will be evaluated by the faculty supervisor (or another supervisor, if relevant) in the field. They will be assessed on their ability to engage with research participants, and on their design and use of appropriate research methods in the field. This is worth 30% of the total mark.

The remaining 70% will be assignments such as: research paper, article or brief (25%); research poster and presentation (25%); and a literature review or research design (20%).

**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.*)

Students will work on their own in consultation with and under the direction of a faculty member. Depending on the nature of the research project, they may also need to work with other research collaborators or supervisors. They may also need to travel to collect data and engage with research participants locally or internationally. The nature and number of meetings between student and faculty will be determined by the supervising faculty member.

**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. Book	Annette Lareau	Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up	2021
2. Book	Caroline Lenette	Participatory Action Research: Ethics and Decolonization	2022
3. Book	Maria Lahman	Writing and Representing Qualitative Research	2022
4. Book	Virginia Braun and Victoria Clarke	Thematic Analysis: A Practical Guide	2022
5. Book	Ilene Berson, Michael Berson, and Colette Gray	Participatory Methodologies to Elevate Children's Voice and Agency	2019

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

Students will be able to use free student versions of NVivo software on campus to analyze qualitative data.

**Course Content and Topics**

- How to frame a research topic and objectives
- Identifying and understanding research methodology, scope, participants, and process
- Ethical considerations in research project
- Applying an intersectional lens and EDI considerations in research project
- How to carry out a literature review or scoping study
- Data collection methods
- Data analysis (qualitative and/or quantitative) methods
- Communicating and sharing research findings, knowledge mobilization plans

**Memo for Program Changes**

To: [CACC](#)

From: Dr. Geetanjali Gill, GDS Program Chair

Date: March 13, 2025

**Subject: Program change BA in Global Development Studies and Global Development Studies minor****1. Summary of changes (select all that apply):**

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

**2. Rationale for change(s):**

1. When we removed a GDS course last year, we were missing a course in one of our baskets. At the same time, several courses in our program have not been taught for two years, causing difficulties for our students. Therefore, I added a few additional courses and reshuffled some baskets. See changes in GDS calendar copies for the degree and Minor.
2. We have been using GDS 310 and GDS 311 for our required student practicums. However, these courses are housed in GEOG and GEOG plans to de-crosslist/discontinue these courses as soon as the GDS program has replaced the courses with a SJGS practicum/internship course. As a result, we created a new SJGS 300 course, which will serve the purposes of GDS students, as well as potentially students from IS and PACS. SJGS 300 will replace GDS 310 and GSD 311 as an option for student internships/practicums.
3. A Co-operative Education option is being added to the degree. The reason for this is to give GDS students more options for experiential learning, and more substantial internship/practicum experiences. The Co-op option will be 1 option for students amongst others (see no. 4 for more information). The Centre for Experiential and Career Education (CECE) is in support of this change.
4. We have been wanting to create more opportunities for GDS students' experiential learning, and to diversify those experiences. So far, students have only had access to internships/practicums through GDS 310 and GDS 311. This was also placing a burden on GDS

faculty to find suitable placements for all GDS BA degree students. Therefore, we have made a change to the program enabling students to take GDS 483, Directed Studies in Global Development Research, AIS 380, COOP 110, or SJGS 300 to satisfy the experiential learning requirement in the program. Course memo and course outline for the revised GDS 483 are attached.

5. We have discontinued the GDS Extended Minor and kept the Minor in order to streamline the GDS program and bring greater clarity on program options for students. Therefore, we have changed some of the required courses in the GDS Minor, and changed the total number of credits for the Minor.
6. We have added a new SJGS research methods course (SJGS 395) as a required course for GDS students. This course will replace two other research methods courses in the program.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

We have added a few more relevant courses into existing baskets, replaced GDS 310 and GDS 311 with SJGS 300, added two more experiential learning options for students, added a SJGS research methods course, and we have discontinued the Extended Minor (but kept the Minor). While we have not changed or introduced new program outcomes, I have included a table below that maps our existing (unchanged) program outcomes with ILOs.

GDS Program LOs	ILOs
Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice.	1, 2, 3, 5, 8
Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.	2, 5, 6, 7, 8
Engage in debates, dialogue, and action related to social justice and global development	2, 4, 5, 6, 7, 8
Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development	2, 3, 4, 5, 6, 7, 8
Demonstrate competence in analysis, research, communication, and other professional skills required for the global development sector	3, 4, 5, 6, 7, 8

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

Global Development Studies has a strong focus on Indigenous communities and peoples around the world. This is a central theme in all GDS courses. As mentioned in the GDS 483 course memo, students will be encouraged to incorporate and use an intersectional gender lens in their research methodology. This will require them to identify Indigenous communities and peoples in their research project locations, and to design and use appropriate research methods. Students will also be encouraged to learn about Indigenous-focused research projects and methodologies. As stated in

the SJGS 395 course memo, students will learn about participatory methodologies, which include some Indigenous methodologies.

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

No.

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

Students will now have more choice for experiential learning opportunities and courses to choose from. Students still have access to a Minor and GDS BA degree.

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?

Depending on which experiential learning opportunity students choose, the number of required credits in the GDS BA degree may decrease slightly. Due to the discontinuation of the Extended Minor, the number of credits in the Minor have increased slightly: previously the credits ranged from 25-29, and following these changes, the credits will range from 27-32. The number of courses offered has not changed in the program (students just have additional options to choose from).

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

N/A. No resources are needed to accommodate these changes.

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.

We are replacing GDS 310 and GDS 311 (which are housed in GEOG) with SJGS 300. GEOG is aware of this and approves this change (see email). We are replacing two research methods courses - IPK 344 and POSC 300 – with a new course, SJGS 395. IPK 344 has not been offered for several years, so making this change will not negatively impact the IPK program. As the GDS program has a relatively small number of 3<sup>rd</sup> year students, this change will not negatively impact the POSC program. Also, IPK 344 and POSC 300 have been added to a basket that GDS students can pick from.

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

N/A



# MEMO

**To:** UEC Pre-Check

**From:** Candace Stewart-Smith, Director, Centre for Experiential and Career Education (CECE)

**CC:** Dr. Geetanjali Gill

**Date:** December 8, 2025

**Re:** Support to add Co-operative Education to the Global Development Studies program

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The Centre for Experiential and Career Education (CECE) supports the addition of the Co-operative Education (Co-op) concentration to the Global Development Studies (GDS) Program. This addition will enable students to take COOP 110 as one of the four options for experiential learning in the GDS program. Additionally, it will allow students to continue towards the Co-op designation if they wish to pursue this route.

The Co-op program provides relevant work experiences to help students with successful career entry post-graduation. Co-op offers students the opportunity to:

- Strengthen academic knowledge through program-related work experience
- Apply academic knowledge in a real-world setting
- Develop essential employment skills
- Improve job-critical performance through direct feedback from employers
- Explore alternative career options
- Discover professional talents and interests
- Develop a professional résumé with solid work history
- Develop a network of professional colleagues and potential employers
- Earn money to help finance their education

CECE's Co-op program is nationally accredited by Co-operative Education and Work-Integrated Learning (CEWIL) Canada. CECE has working relationships with employers who would be interested in hiring Co-op students from GDS. Please let me know if you have any questions about this letter of support.

Thank you,

Candace Stewart-Smith  
Director, Centre for Experiential and Career Education

# Bachelor of Arts in Global Development Studies

## Program outline

### Lower-level requirements

Course	Title	Credits
ECON 100	Principles of Microeconomics	3
or ECON 101	Principles of Macroeconomics	
GDS 100	Introduction to Global Development Ideas and Practices	3
GDS 204	Development in the African Continent	3
<b>GDS 220/ ANTH 220</b>	<b>Globalization and Development</b>	<b>3</b>
GDS 260	Gender and Global Development	3
<b>Four of:</b>		<u>12-13</u>
<u>GDS 220/ ANTH 220</u>	<u>Globalization and Development</u>	<u>3</u>
<u>ANTH 202</u>	<u>Ethnographic Toolkit</u>	
<u>BUS 204</u>	<u>Management of Non-Profit Organizations</u>	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	3
<u>GEOG 253</u>	<u>Introduction to Geographic Information Systems</u>	
<u>INNV 100</u>	<u>Foundations for Innovative Thinking (see note 1)</u>	
<u>INNV 200</u>	<u>Applied Innovation and Changemaking (see note 1)</u>	
POSC 230	Democracies and Authoritarian Regimes	3
or POSC 260	International Relations and Global Politics	
<u>POSC 297</u>	<u>Introduction to Public Policy</u>	
<b>One of: (see Note 2)</b>		<b>3</b>
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	
CMNS 175	Writing for the Internet	
ENGL 105	Academic Writing	
SOC 254	Writing for the Social Sciences	
<b>One of:</b>		<b>3-4</b>
<u>ANTH 202</u>	<u>Ethnographic Toolkit</u>	
<u>BUS 204</u>	<u>Management of Non-Profit Organizations</u>	
<u>CMNS 251</u>	<u>Professional Report Writing</u>	
<u>GEOG 253</u>	<u>Introduction to Geographic Information Systems</u>	

Note 1: If student take all 4 INNV courses (INNV 100, INNV 200, INNV 300, INNV 400), and 15-18 elective credits from a vetted elective course list, they will receive a Certificate in Social Innovation.

Note 1: Students who take all four INNV courses (INNV 100, INNV 200, INNV 300, INNV 400), and 15-18 elective credits from a vetted elective course list will be eligible to receive the Social Innovation certificate. Students can declare this program by ~~must~~ contacting the Academic Advising Centre to declare this program.

Note 2: Students may also satisfy this requirement with an A or better in one of English Studies 12, English First Peoples 12, ENGL 091, or ENGL 099.

## Upper-level requirements

Course	Title	Credits
ECON 398	Development Economics	3
<del>or ECON 361</del>	Environmental Economics	
<del>GDS 340/ GEOG 340</del>	<del>Geographies of Development: Landscapes of Inequality</del>	<del>4</del>
<del>or GEOG 364</del>	<del>International Planning and Development Policy: Adapting to Climate Change</del>	<del>4</del>
GDS 320	Decolonizing Aid and Development	3
GDS 330	Humanitarianism and Complex Emergencies (formerly also offered as ANTH 330)	<u>3</u>
<del>or GDS 332</del>	<del>Refugees, Displacement, and Development</del>	
GDS 370	Fundamentals of Global Health and Development	3
<del>GEOG 340</del>	<del>Geographies of Development: Landscapes of Inequality</del>	<del>4</del>
<del>or GEOG 364</del>	<del>International Planning and Development Policy: Adapting to Climate Change</del>	<del>4</del>
<del>SJGS 395</del>	<del>Participatory Methodologies for Social Justice</del>	<del>3</del>
<del>IPK 344</del>	<del>Research in Action: Indigenous Meaning Making (formerly also offered as ANTH 344/SOC 344)</del>	<del>3</del>
<del>or POSC 300</del>	<del>Research Design and Methods</del>	
<b>One of: (see note 31)</b>		3-6
<del>GEOG 396/ GDS 310/ SOC 396</del>	<del>Canada Internship</del>	<del>6</del>
<del>or GEOG 398/ GDS 311/ SOC 398</del>	<del>International Internship</del>	
<del>SJGS 300</del>	<del>Social Justice and Global Stewardship Practicum/Internship</del>	
<del>GDS 483</del>	<del>Directed Studies in Global Development Research</del>	
<del>AIS 380</del>	<del>Practicum/Internship I</del>	
<del>COOP 110</del>	<del>Co-op Work Term I (see note 42)</del>	
<del>IPK 344</del>	<del>Research in Action: Indigenous Meaning Making (formerly also offered as ANTH 344/SOC 344)</del>	<del>3</del>
<del>or POSC 300</del>	<del>Research Design and Methods</del>	
<b>One of:</b>		3-4

ADED 420	Adult Education in the Global Context	
<u><a href="#">ANTH 367/ ENGL 367</a></u>	<u><a href="#">Culture and Theory of Diaspora</a></u>	
<u><a href="#">ANTH 388/ SOC 388</a></u>	<u><a href="#">Global Indigeneity (formerly also offered as LAS 388)</a></u>	
IPK 386	Braiding Indigenous Knowledges, Practices, and Worldviews	
<u><a href="#">IPK 344</a></u>	<u><a href="#">Research in Action: Indigenous Meaning Making (formerly also offered as ANTH 344/SOC 344)</a></u>	
<u><a href="#">PLAN 410</a></u>	<u><a href="#">Indigenizing Planning: Indigenous Land Use and Community Planning</a></u>	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
<u><a href="#">POSC 350</a></u>	<u><a href="#">Oppression, Inequality, and Emancipation</a></u>	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	
<b>One of:</b>		3-4
CRIM 335	Justice and Human Rights	
<u><a href="#">ECON 361/ GEOG 361</a></u>	<u><a href="#">Environmental Economics</a></u>	
POSC 325	Social Movements and Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	
SOC 348	Protest and Social Movements	
<b>One of:</b>		3-4
ADED 340	Program Planning and Evaluation	
ADED 446	Community-based Adult Education Methods	
<u><a href="#">ADED 410</a></u>	<u><a href="#">Adult Education and Social Change</a></u>	
CMNS 360	Communicating for Change	
CMNS 465	Grant and Proposal Writing	
ENV 310	Leadership in Environmental Professions	
<u><a href="#">POSC 300</a></u>	<u><a href="#">Research Design and Methods</a></u>	
SOC 352	Public Policy Analysis (formerly also offered as POSC 352)	
SOWK 380	Social Work and Community Development	
<u><a href="#">PLAN 366</a></u>	<u><a href="#">Resiliency Principles and Spatial Planning</a></u>	
<u><a href="#">INNV 300</a></u>	<u><a href="#">Innovation by Design: Relational Approaches to Changemaking (see note 1)</a></u>	
<u><a href="#">INNV 400</a></u>	<u><a href="#">Advanced Social Innovation and Collaborative Leadership (see note 1)</a></u>	
<b>Plus:</b>		
GDS 400	Global Development <u><a href="#">Capstone Seminar (see Note 3)</a></u>	34

[Note 31: Students must get permission from GDS Program Chair before selecting and enrolling in one of these courses \(SJGS 300, GDS 483, AIS 380, or COOP 110\).](#)

Note 42: Students must be admitted to the Co-operative Education program in order to take COOP courses.

COOP 110 is the only COOP course that may be used toward program requirements. Students who take COOP 110 to fulfil this requirement may need to take additional upper-level courses to meet the minimum requirement of 45 upper-level credits.

Note 2: Students must complete GDS 310/GEOG 396/SOC 396 or GDS 311/GEOG 398/SOC 398 before they can enrol in GDS 400.

## Minors in other programs

Students may opt to use their electives to add a minor or extended minor in another discipline.

### Co-operative Education option

The Co-operative Education option offers students in the Bachelor of Arts in GDS BA program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. 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.

# Global Development Studies minor

## Program outline

Lower-level requirements: 12 9 credits

Course	Title	Credits
<b>Three of:</b>		<u>9</u>
GDS 100	Introduction to Global Development Ideas and Practices	<u>3</u>
GDS 204	Development in <u>Sub-Saharan Africa</u> <u>the African Continent</u>	<u>3</u>
<u>GDS 220/ ANTH 220</u>	<u>Globalization and Development</u>	
GDS 260	Gender and Global Development	<u>3</u>
<u>GEOG 260</u>	<u>Global Goals Studio: Sustainable Communities by Design</u>	
<b>One of:</b>		<u>3</u>
<u>GDS 220/ANTH 220</u>	<u>Globalization and Development</u>	
<u>ANTH 202</u>	<u>Ethnographic Toolkit</u>	
<u>ECON 100</u>	<u>Principles of Microeconomics</u>	
<u>ECON 101</u>	<u>Principles of Macroeconomics</u>	
<u>GEOG 260</u>	<u>Global Goals Studio: Sustainable Communities by Design</u>	
<u>POSC 230</u>	<u>Democracies and Authoritarian Regimes</u>	
<u>POSC 260</u>	<u>International Relations and Global Politics</u>	
<u>POSC 297</u>	<u>Introduction to Public Policy</u>	
<u>INNV 100</u>	<u>Foundations for Innovative Thinking (see note 1)</u>	
<u>INNV 200</u>	<u>Applied Innovation and Changemaking (see note 1)</u>	

Upper-level requirements: 156-220 credits

Course	Title	Credits
<b>Three of:</b> <u>(see note 2)</u>		<u>9</u> <u>10</u> - <u>10</u>
GDS 320	Decolonizing Aid and Development	
GDS 330	Humanitarianism and Complex Emergencies (formerly also offered as ANTH 330)	
GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	
<u>SJGS 395</u>	<u>Participatory Methodologies for Social Justice</u>	
<b>Two One of:</b> <u>(see note 2)</u>		<u>3</u> <u>4</u> <u>6</u> - <u>12</u>
GDS 320	Decolonizing Aid and Development	
GDS 330	Humanitarianism and Complex Emergencies (formerly also offered as ANTH 330)	
GDS 332	Refugees, Displacement, and Development	

GDS 370	Fundamentals of Global Health and Development	
<u><a href="#">SJGS 395</a></u>	<u><a href="#">Participatory Methodologies for Social Justice</a></u>	
<u><a href="#">SJGS 300</a></u>	<u><a href="#">Social Justice and Global Stewardship Practicum/Internship (see note 3)</a></u>	
<u><a href="#">GDS 483</a></u>	<u><a href="#">Directed Studies in Global Development Research (see note 3)</a></u>	
<u><a href="#">GDS 400</a></u>	<u><a href="#">Global Development Capstone</a></u>	
<u><a href="#">GDS 340/ GEOG 340</a></u>	<u><a href="#">Geographies of Development: Landscapes of Inequality</a></u>	
<u><a href="#">GEOG 364</a></u>	<u><a href="#">International Planning and Development Policy: Adapting to Climate Change</a></u>	
<u><a href="#">ADED 420</a></u>	<u><a href="#">Adult Education in the Global Context</a></u>	
<u><a href="#">CRIM 335</a></u>	<u><a href="#">Justice and Human Rights</a></u>	
<u><a href="#">ECON 398</a></u>	<u><a href="#">Development Economics</a></u>	
<u><a href="#">INNV 300</a></u>	<u><a href="#">Innovation by Design: Relational Approaches to Changemaking (see note 1)</a></u>	
<u><a href="#">INNV 400</a></u>	<u><a href="#">Advanced Social Innovation and Collaborative Leadership (see note 1)</a></u>	
<u><a href="#">IPK 386</a></u>	<u><a href="#">Braiding Indigenous Knowledges, Practices, and Worldviews</a></u>	
<u><a href="#">POSC 321</a></u>	<u><a href="#">Global Issues in Indigenous Politics</a></u>	
<u><a href="#">POSC 330</a></u>	<u><a href="#">Politics of Human Rights</a></u>	
<u><a href="#">POSC 350</a></u>	<u><a href="#">Oppression, Inequality, and Emancipation</a></u>	
<u><a href="#">POSC 360</a></u>	<u><a href="#">The United Nations and International Organizations</a></u>	
<u><a href="#">POSC 325</a></u>	<u><a href="#">Social Movements and Advocacy Groups</a></u>	
<b>One of:</b>		<b>3-6</b>
<u><a href="#">ADED 420</a></u>	<u><a href="#">Adult Education in the Global Context</a></u>	
<u><a href="#">ANTH 367/ ENGL 367</a></u>	<u><a href="#">Culture and Theory of Diaspora</a></u>	
<u><a href="#">ANTH 388/ SOC 388</a></u>	<u><a href="#">Global Indigeneity (formerly also offered as LAS 388)</a></u>	
<u><a href="#">CRIM 335</a></u>	<u><a href="#">Justice and Human Rights</a></u>	
<u><a href="#">ECON 361/ GEOG 361</a></u>	<u><a href="#">Environmental Economics</a></u>	
<u><a href="#">ECON 398</a></u>	<u><a href="#">Development Economics</a></u>	
<u><a href="#">GDS 320</a></u>	<u><a href="#">Decolonizing Aid and Development</a></u>	
<u><a href="#">GDS 330</a></u>	<u><a href="#">Humanitarianism and Complex Emergencies (formerly also offered as ANTH 330)</a></u>	
<u><a href="#">GDS 332</a></u>	<u><a href="#">Refugees, Displacement, and Development</a></u>	
<u><a href="#">GDS 340/ GEOG 340</a></u>	<u><a href="#">Geographies of Development: Landscapes of Inequality</a></u>	
<u><a href="#">GDS 370</a></u>	<u><a href="#">Fundamentals of Global Health and Development</a></u>	
<u><a href="#">GEOG 364</a></u>	<u><a href="#">International Planning and Development Policy: Adapting to Climate Change</a></u>	
<u><a href="#">GEOG 396/ GDS 310/ SOC 396</a></u>	<u><a href="#">Canada Internship (see Note 2)</a></u>	
<u><a href="#">GEOG 398/ GDS 311/ SOC 398</a></u>	<u><a href="#">International Internship (see Note 2)</a></u>	
<u><a href="#">IPK 386</a></u>	<u><a href="#">Braiding Indigenous Knowledges, Practices, and Worldviews</a></u>	

<a href="#"><u>PLAN 410</u></a>	<a href="#"><u>Indigenizing Planning: Indigenous Land Use and Community Planning</u></a>	
<a href="#"><u>POSC 321</u></a>	<a href="#"><u>Global Issues in Indigenous Polities</u></a>	
<a href="#"><u>POSC 324</u></a>	<a href="#"><u>Nationalism and Ethnic Polities</u></a>	
<a href="#"><u>POSC 325</u></a>	<a href="#"><u>Social Movements and Advocacy Groups</u></a>	
<a href="#"><u>POSC 330</u></a>	<a href="#"><u>Politics of Human Rights</u></a>	
<a href="#"><u>POSC 360</u></a>	<a href="#"><u>The United Nations and International Organizations</u></a>	
<a href="#"><u>POSC 368</u></a>	<a href="#"><u>Global Issues and Canadian Foreign Policy</u></a>	
<a href="#"><u>SOC 346</u></a>	<a href="#"><u>Environmental Justice</u></a>	
<a href="#"><u>SOC 348</u></a>	<a href="#"><u>Protest and Social Movements</u></a>	
<a href="#"><u>SOCA 301</u></a>	<a href="#"><u>Race, Place, and Space: Creative Tools for Navigating Turbulent Times</u></a>	

[Note 1: If student take all 4 INNV courses \(INNV 100, INNV 200, INNV 300, INNV 400\), and 15-18 elective credits from a vetted elective course list, they will receive a Certificate in Social Innovation.](#)

[Note 1: Students who take all four INNV courses \(INNV 100, INNV 200, INNV 300, INNV 400\), and 15-18 elective credits from a vetted elective course list will be eligible to receive the Social Innovation certificate. Students can declare this program by contacting ~~must contact~~ the Academic Advising Centre ~~to declare this program.~~](#)

[Note 24: A single course cannot be used to satisfy more than one requirement.](#)

[Note 2: Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398.](#)



**MEMO**

TO: Undergraduate Education Committee (UEC)  
CC: Allyson Jule, Dean, Faculty of Education, Community, and Human Development (FECHD); Lisa Moy, Associate Dean, FECHD; Amea Wilbur, Acting Department Head, Adult Education & PWG Co-Chair; Tannaz Zargarian, Assistant Professor, Adult Education & PWG Co-Chair

FROM: Chris Campbell, Associate Director, PDQA  
RE: Program proposal – Adult Education for Equity, Workplace, and Community Transformation certificate

DATE: December 12, 2025

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The following program proposal for the Adult Education for Equity, Workplace, and Community Transformation certificate is being submitted for review and recommendation to UEC on behalf of Adult Education, within the Faculty of Education, Community, and Human Development.

This program proposal was approved at ECHD Faculty Council on October 17, 2025, and recommended with revisions at UEC Pre-Check on November 18, 2025. Campus-Wide Consultation (CWC) took place between December 4 and 11, 2025, with two submissions received. The comments and corresponding responses from the Program Working Group (PWG) are documented in the *Tracking Sheet*.

Please find attached for UEC review:

1. Program proposal (revision December 11, 2025)
2. Tracking sheet

Thank you,

Chris Campbell

*Note: Documents are available to UEC members at S:\Groups\UEC\2025-12-19 Adult Ed for EWCT and in Teams.*